ST. PAUL'S SCHOOL
ALUMNI

Horae

SPRING 1975
Alumni Horae
Published by The Alumni Association of St. Paul's School,
St. Paul's School, Concord, N. H. 03301

Julien D. McKee, '37, Executive Director
Roger W. Drury, '32, Editor, Sheffield, Mass. 01257

St. Paul's School Calendar
(Events at Concord, N.H., unless otherwise noted)

1975

April 1, Tuesday  Spring Term opens
May 24, Saturday  Interscholastic Regatta,
May 30, Friday through  at Worcester, Mass.
June 1, Sunday noon  Hundred and
June 1, Sunday  Nineteenth
at 2 p.m.  Anniversary
June 22, Sunday  Graduation of Sixth
Advanced Studies Form of 1975
Program begins
August 2, Saturday  Advanced Studies
Program ends
September 9, Tuesday  120th Session begins —
All students arrive
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The Cover: Gregory A. Love, '76, demonstrates a model of the Solar System, in January “Astro Lecture” in Payson Laboratory.

Photo Credits: I. H. Clothier, 5th, ’75, pp.14, 15, 16 (top), 22-26, 28, 29, 31; Bradford F. Herzog, cover, pp. 3, 9, 11, 12, 13, 16 (bottom), 40.
Dear Alumni and Alumnae:

Eagerness: the state of being eagerly eager.

How powerful the driving force of eagerness, at St. Paul's School these days!

Word came to me this week that five students had been standing quietly on the second floor of the Schoolhouse at 6:15, Monday morning. What could this mean, I wondered, as possible reasons tumbled through my mind. The explanation, once determined, was simplicity itself: an early queue to sign up for the four available tickets for the concert of the Boston Symphony Orchestra the following Friday afternoon.

One must know School customs, for then understanding is at hand. Mr. Wood, Director of Music, drives to Boston each Friday afternoon, taking four students who use the School's season tickets for this Symphony series. If a student wishes to attend, he or she simply signs his or her name on a list which Mr. Wood places on a particular bulletin board, in a particular spot, in the Schoolhouse, at 7:30 a.m., each Monday. This week the program, with Ozawa conducting, was appealing to several of the School's most talented musicians. Four boys and one girl were taking no chances. Yet, after a 1½-hour wait for the sign-up list, only four of the five could go.

How rewarding it must have been to hear the concert that week! How little is sleep missed for such a lofty purpose. And, how pleasant to know that 63 different students attended the Boston Symphony series last year, an indication not only of widespread interest in music among our students but also of their success, one way or another, in conquering the queue.

On mornings when the school day begins with Chapel for everyone — Monday, Tuesday, Thursday, Friday — I leave the Rectory at 7:45. I have found that these few minutes, before eight, outside the Chapel when the weather is pleasant, in the Ante-Chapel on rainy or cold days, provide opportunities to talk informally with students and faculty who may have brief questions or comments for me. It is a continuing source of wonder to discover that I am never the first to arrive at the Chapel, even at this early hour.
Small groups of students and faculty are there and arrive continuously. This brief period has become one of our most active times for socializing. Brothers speak to sisters — sometimes. Students check details with members of the faculty. When several students are presenting a program to the School in Chapel, the place buzzes with activity as chairs are arranged, sentries are posted to keep people from sitting in the balcony if it is to be used in the program, electric lines are strung to special loud speakers that in a few minutes will carry music and messages clearly and loudly throughout the Chapel (often very loudly, because degree of noise appears to convey degree of sincerity, and loudness is an integral part of the message).

Another part of the School is represented by silence at this time. They have not arrived, yet. Some are enjoying a few final moments of sleep before they come racing in as eight o'clock sounds from the Chapel Tower — or a bit later. Others find one more cup of tea or coffee necessary before they can face the start of the day — as they will for the rest of their lives — and discover themselves caught in the line waiting for the conveyor belt where trays and dishes must be left. Now they must run down the hill, past the pond, and to their Chapel seats.

Early arrivals, late sleepers, coffee drinkers — representing variety in their enthusiasms. There they are, now, as the service begins. Is it any wonder that students and faculty alike ask increasingly that at least one hymn be sung each morning, no matter the Chapel program? For the
common physical and emotional experience of singing welds this human
diversity into one, elevating (practically) everyone into a common state of
wakefulness, propelling us off to 8:30 classes with motors and minds
turning gently — but turning. The day begins.

These evenings, crowds race from dormitory to dormitory, following
the judges, as Fiske Cup plays are presented. Crowds are in front of the
Rectory at 7:30 p.m. on Saturdays, awaiting the beginning of open
house. Crowds wait at lunch for the possible announcement of a surprise
holiday when it is “about that time in the term” again. Crowds — to be
exact, 9 students — pitch tents on the lawn where the Lower once stood,
in a blinding snowstorm one afternoon, practicing winter outdoor skills
with Mr. Morgan in preparation for three days and two nights on the
Presidential Range. Crowds on skis follow Mr. Hall into the woods, as
cross-country skiing mushrooms into one of winter’s most popular activi-
ties, on trails that beckon from every dormitory door. Crowds board buses
at the gymnasium for the twenty-minute ride to Pats Peak, a nearby ski
area, for an afternoon of downhill skiing. Crowds cheer as the girls’ bas-
ketball team, behind Exeter all afternoon by 6 to 8 points, gradually
catches up until, with one second to play, a final field goal provides SPS
with a one-point margin of victory. Crowds cheer, and suffer, as wrestlers
beat Exeter and Andover teams on successive Saturdays. Crowds cheer as
the SPS hockey team caps a fine season by winning the northern division
(8 schools) of the Boston Private School Hockey League. Crowds cheer in
Chapel to the announcement that two School debating teams place one-
two in the New England Interscholastics, ahead of teams from eleven
other well-known schools.

And our enthusiasms are catching, apparently. Admission visitors
stream through the School — 803 candidates with families since School
began in September. Counting mothers, fathers, brothers, and sis-
ters — and candidates — probably 2,500 visitors have had lunch at the
Upper this year. This is the largest number of visitors we have ever had.
We also now have the largest number of candidates for admission, 847, in
our history.

Candidates seem to share our enthusiasms. One father wrote me, in
November, after a family visit, that everyone had been terribly excited by
what they saw and felt. And, he continued, “Jane wants me to tell you
that she is coming to St. Paul’s School next year whether the Admissions
Committee admits her or not!”

As I write, on March 8th, a culminating enthusiasm lies just ahead: the
start of spring vacation. I will enjoy the rumbling cheers, as the buses roll
by the Rectory at 6:30 a.m., bound for Logan Airport. Vacations are
welcome and should be pursued vigorously. But I know also there will be
joy, on Tuesday afternoon, April 1, when all return for the exquisite pleasures of a Millville spring term. Birds, leaves, green grass, flowers — all will return.

How — out of all these experiences and observations — can we avoid agreeing with Joseph Conrad: "O youth! The strength of it, the faith of it, the imagination of it!"

Our gratitude to everyone who makes possible the eager entusiasms of our life: parents and grandparents, alumni, the Board of Trustees. We look forward with enthusiasm to the challenge of The Fund for SPS, and with particular gratitude to Mr. Ralph Starr and his associates who are working so hard to secure the financial foundations for the School life we as students and faculty are privileged to enjoy. Thank you, one and all, for your continuing support and friendship.

Sincerely,

March 8, 1975

The School in Action

Thomas R. Barrett

ACTION is kaleidoscopic, simultaneous, continuous; it abhors fixation, in words or pictures. Yet words and pictures must somehow be made to convey action as an event in time, as part of an environmental totality. Perhaps these few pictures — drawn-on-the-spot — may somehow, with these few words, convey something of the incredible complexity of life at St. Paul's during the winter term.

For animals it is a time of hibernation; but for Paulies, faculty or student, a time of action — more indoor than outdoor, but action nevertheless. A time for art-action: dramatics, music, dance, painting, photography, printmaking, ceramics, woodworking. A time for performance;
It is the winter that brought the National Theater of the Deaf, the Killens and the Smiths (folk singers); the Master Players’ production of *The Skin of Our Teeth*; Professor Laurence Wylie, and Mr. Thomas Buechner; Professor Charles Whitney, the astronomer; the “ethics” plays of the “Introduction to Religion” classes; the student-produced *An Evening with Merlin Finch*; tap dancing classes; the rebirth of the Community Council, and the continued deliberations of the Extended Coeducation Committee.

It brought snow, rain, ice, and fog; victory to debaters and grades to Human Relations classes. Incredibly beautiful sunsets bemused the Admissions Committee; clear skies lured touring skiers into the woods and onto frozen Turkey Pond.

Artists of *The Direct Vision* group spoke in Hargate as a prelude to an exhi-
bition that aroused a good deal of comment — and provided a colorful relief to the dreariness of the February weather.

Amidst all of this: classes, labs; hockey, skiing, squash, gymnastics, figure skating, basketball, and wrestling; the Outing Club's survival course — and later, winter weekends at all kinds of tournaments and challenges; wrestling, skiing, hockey, and even wilderness survival.

Yet more: Dickey Visitors to various departments proliferate in the winter: art, music, science, classics. Dick Mann, '50, to discuss marks and marking systems.

These are the trappings of winter. What cannot be recorded are the hours of preparation for performances, rehearsals, planning, discussing; the brief and sometimes prolonged after-dinner discussions in the Upper School Common Room, or the early-morning last-minute-gasp re-
views of papers, texts, ideas before class.

It has been a busy winter; beset by flu, and thaw, but with more snow than last year. A good winter, rich with memory.

More and more we realize the value of the indoor spaces: Hargate, Memorial Hall, the Gates Room, the Upper School Common Room, the Library, the Community Center. These are the places where the action is. What seems on the surface like a quiet day becomes one of mole-like busyness when one enters these winter spaces – used all year, yes, but in the black-and-white of January or February they are the places of color and vitality.

Winter Sports

Maurice R. Blake

The leading team of the winter term was, without a doubt, the Wrestling team. They showed an outstanding 9-1 record, losing only to New England Champion Tabor Academy. Two members of the team won New England Championships and two were runners-up. Steve Ettelson of Laconia, N. H. is the N. E. champion in the 110 lb. class, and Alan Heath of Concord, N. H., is the N. E. champion in the 167 lb. class. Runners-up were Tim Middaugh of Hopkinton, N. H., at 155 lbs. and Co-Captain Mark Powden of West Danville, Vt., at 177 lbs. Since only two boys will be graduating from this year’s squad, Coach John Buxton is looking forward to another fine season in 1976.

SPS Hockey had another winning season. The team started slowly in December and improved steadily as the season advanced. They won the Northern Division title of the Private Schools League and were matched against an outstanding Thayer Academy team, the Southern Division champion, at the Belmont Hill Rink on March 1. This game was hotly contested, the stronger Thayer team winning 5-2. With the bulk of the team returning next winter, 1976 promises to be an interesting hockey season at SPS.
The Delphians won the first team club hockey championship in a playoff game against the Isthmians.

IN presenting to the Rector a check for $4,187.57, for use in the Advanced Studies Program, as proceeds of the hockey game with Taft at Madison Square Garden in December, Julien D. McKee, '37, Executive Director of the Alumni Association, commented:

"A year ago, our check was for $2,488. This year, the Garden sold more tickets, and we held the line pretty well in expenses. The main reasons for the improved result were more advertising space sold in the program for the game, and more and larger contributions from interested alumni.

"We are delighted to be able to show this increase in the Alumni Association's support for the Advanced Studies Program."

After having several outstanding seasons in Basketball, the SPS boys' team just missed a winning season in the final game. Off to a slow start in December and January, the team improved immeasurably and won 7 of their last 10 games.

The girls' SPS team finally got going after the misfortune of facing poor Mark Powden, '75, pins Brooks School adversary in a January meet at SPS.
travel conditions early in the term. The varsity team won 5 of 8 games, and the JV’s won 4 of 7.

The Old Hundreds won the first team championship in club basketball.

Boys and Girls Skiing both posted improved records, with the girls having a winning season of 5 wins against 2 losses. Both teams have excellent talent in the under classes and look forward to 1976.

Recreational skiing was again popular and, with the best conditions in several seasons, many students enjoyed almost daily skiing. The season at Pats Peak ended in a club meet with the Isthmians winning the beginners race and the Old Hundreds, the intermediate. A total of twenty-four students participated in the races.

The boys’ SPS Squash team, with a young and inexperienced group of players, again faced a very tough schedule. The team improved a great deal throughout the term and ended the season with a win over the M. I. T. freshmen. Coach Ronald Clark is expecting some fine squash from these players in the future.

The girls’ squash team had an outstanding year with 7 wins in 10 matches, against such strong opponents as Dartmouth, Andover, Exeter, and Radcliffe.

The Delphians won the club squash championship. At this writing, the tournament to determine the junior and senior champions in squash is taking place.

Millville Notes

Parents Committee

GENEROUS response by SPS parents has given the 1975 Parents Fund good impetus towards its goal of $100,000, according to a report by Charles H. Granger, president of the Parents Association, at the annual Parents Committee meeting at SPS, on February 22, 1975. Mr. Granger gave credit to the personal contacts, which opened solicitation for the Fund this year, for a sizeable increase in the number of new gifts.

Robert Duke, director of the School’s new capital funds drive, “The Fund for SPS,” outlined the policies, assumptions and projections which support the Trustees’ decision to seek a massive enlargement of the endowment. He said there is good reason to expect the first phase of the program to achieve its five million-dollar goal by Anniversary, and he expressed the hope that Parents Committee members, when asked, will do their part with alumni, as volunteers in promoting later stages of the Fund.

The meeting heard reports from three Vice-Rectors – John H. Beust, Philip E. Burnham and Sanford R. Sistare – on phases of School life, and from Julien D.
McKee on the Alumni Fund. Other faculty members spoke on the Independent Study Program, college admissions and the growing flood of qualified applicants for St. Paul's. A panel under the chairmanship of Virginia S. Deane, Vice-Rector, presented School counselors and medical consultants in a discussion of "Human Sexuality: Counseling and Teaching."

The fifteen committee members attending (who are parents of twenty-five SPS students) had coffee with Mr. Oates at the Rectory, after lunch at the Upper. In informal discussion, the Rector touched on The Fund for SPS, the recent decision of the Trustees to raise tuition by $400 to $3,700 next fall, and his perceptions of the goals of education at St. Paul's.

The day was rounded out by opportunities in the afternoon to watch SPS contests in hockey and girls basketball, as well as the annual Squash Interscholastics, and by an evening social hour in the Gates Room, with sons and daughters, and members of the faculty.

Astro Shows & Lectures
WINTER'S early nightfall was put to good use during the recent term in a series of evening "Astro Shows," to which the Astronomy Club invited groups of fourteen fifth and sixth graders from Concord public schools for an hour's use of the telescope in the School Observatory and a slide show in Payson.

Wednesday evenings brought interested SPS students and faculty to Payson for another level of celestial education — Astro Lectures put on by Harry C. Ferguson and Anastasios A. Brenner of the Fourth Form. The series was topped off by a lecture by Dr. Charles Whitney of the Harvard Observatory, on "Evolution of the Universe."

Migratory Portrait
MILLVILLEITES watching for signs of spring took joyful note of the return to Hargate, towards the end of the winter term, of the William Draper portrait of the Rev. Matthew M. Warren, which had been visiting in Palm Beach as part of an exhibit of Mr. Draper's work.

Winners
A LARGELY inexperienced Debating Team won a double debate against Exeter in early February. The best speakers were Fourth Formers Michel D. McQueen and Gordon R. Stanton. Their topic was, Resolved: the United States should adopt the Canadian system of parliamentary government.

In a poetry contest sponsored by the New Hampshire Council of Teachers of English, the first and second place win-
ners in the traditional rhyme division were Fredrica A. Harvey and William V. Newlin, both of the Sixth Form. The winners received cash prizes and will have their poems published later in the year.

Playing a weekend match at Exeter, the Chess Team defeated their opponents by 5½ to 1½.

**Flu Overflow**

A SURGE of respiratory flu at SPS in mid-January was a reminder that the days of epidemics in Millville were not ended by antibiotics.

At its peak, the flu affected about a quarter of the student body. Twelve victims were in the Infirmary, the visiting team rooms of the Gym were hastily furnished with cots to accommodate another twenty-two, and many more were confined to their own rooms.

A visitor to the Gym on January 15 pronounced it "a cross between a leper colony and an army barracks!"

**Errata Spotter**

SIX French posters were exhibited by the Modern Languages Department in an Eco-Action film on preservation of Franconia Notch holds student attention in chapel.

February, with a challenge to students to find errors in punctuation and spelling contained in them. Jeffrey W. Cooley of the Sixth Form won a "Dictionary of 501 French Verbs" for correctly spotting all five errata within the time limit.

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**Music at St. Paul’s School**

*James A. Wood*

In the past five years there has been a deepening commitment among SPS students to their pursuit of the arts, and to my particular area, music. Two factors especially seem to account for this: the change in academic requirements in 1970, and the admission of girls to the School since 1971.

To meet the growing needs of students today, we have three full-time faculty members in the Music Department, as well as nine part-time teachers, who are at
the School for a few periods a day or several days each week, depending on instructional demands.

One finds musical activity, no matter where one turns. Nearly one student in four is learning an instrument of some sort, ranging from French horn, oboe and classical guitar, all the way to harpsichord, organ, and even voice. Of the total of one hundred twenty-two instrumental students, thirty-two are taking a full credit course in their instrument as one of their five courses. We also have nine students engaged in Independent Study Projects in an instrument for a term or more. The others take instrumental instruction as a non-credit, extra course, making as much progress and working as diligently as their schedule allows.

Our courses in music include Music Theory and History, offered for those who wish to develop a good foundation for their performance techniques. Some students take two years of Theory and Composition, and there is even one student now taking a third year, primarily in Composition. A course offered for Third and Fourth Formers, "Introduction to the Arts," taught by the Art and Music Departments together, explores, studies and experiments with basic elements in both art and music.

Performing Groups

Ensembles and performing groups are a large part of the School's musical life. The Band, now numbering almost fifty, rehearses regularly twice a week, and is heard on a number of occasions during the year. One of the great moments for a Band member comes with the trip to Madison Square Garden for the December hockey game. The SPS Band really sparks enthusiasm at that annual face-off, and I point with pride to the students and their director, Paul T. Giles, for their spirit and talent.

The Chorus, with seventy-five members and a waiting list of students anxious to join, also practices twice a week. It is heard at Christmas services and Anniversary-Graduation weekend, as well as at all stated chapel services during the year.

The School Chorus serves as the offi-
cial singing group of the community, being both a glee club, for concerts and other programs, and also the choir which sings in the Chapel on stated occasions and at special seasons. Within the Chorus, there exists the smaller Madrigal Singers, who perform smaller-scale vocal music like motets and madrigals from the early music repertoire for mixed voices.

In addition to this instrumental music and vocal and choral activity, there has grown within the School in the last five years a dedicated student group of carillonneurs. Because St. Paul's has such a fine set of bells, the challenge to learn the art of carillon playing is great. I work with several students each year, first on the practice keyboard in the basement of Memorial Hall, and then in the bell-tower. We have developed excellent performers, who not only play the traditional Channing Lefebvre hymn arrangements, but do their own writing and arranging and have brightened many a morning with the sound of bells floating over the School as students and teachers start off for first period classes.

Special Programs

For several years, the Christmas celebrations at St. Paul's have included the traditional services and at the same time have welcomed additions. We have a service on the last Sunday of the Fall Term, in the late afternoon, to which all our friends and neighbors in the Concord area are invited by the Rector. This is the Service of Nine Lessons and Carols. In addition to the singing by the Chorus, the Brass Ensemble plays carols, and members of the School community read the lessons.

Then we have the annual Christmas Pageant, known officially as the "Christmas Service of Song and Processions." The traditional pageant is still enacted, but with elaborations added through the years, such as the group of shepherds led down the chapel aisle by candlelight, piped on their way by a quartet of recorders, playing early music appropriate to the season.

On two occasions during the year, once in the fall during Parents Weekend, and again at Anniversary Weekend in late May, the Band and Chorus are joined by the Dance and Drama to present a varied program of entertainment in Memorial Hall. This gives all present an opportunity to grasp just how much the arts have become an integral part of the School's life, day in, day out.

Individual members of the Band and Chorus may receive academic credit by meeting with their instructor and teachers four times a week, and developing technique and repertoire, as well as preparing music in a much more intense way than is possible in the limited two rehearsals for the larger groups.

In recent years students have had increased opportunity to perform for the School, in informal concerts given as part of their Applied Music courses, or at one of the four morning chapel services required of the entire School community.

The School has always known that a good education in any area must include...
exposure to the best of talent in the world around us. Thus, for example, the past months have brought us a rich variety of visiting artists, all of them appearing before a large and enthusiastic student audience, attending voluntarily.

Visiting Artists
The Curtis String Quartet, which has come to the School annually for almost twenty years, returned in November for a superb concert of works by Haydn, Schubert, and Ravel. Also in November, we had a program of choral music by the Harvard Glee Club, visiting here for the first time in several years.

Later, two artists from nearby, Ms. Ruth Edwards of the University of New Hampshire, and Ms. Carol Block of Phillips Exeter Academy, brought us a program of music for violin and piano.

Also here during the Fall Term was an alumnus, Peter A. Garland, '69, who performed his own compositions for varied ensembles and instruments, and in the early winter, the Geoghegan Brothers, who had a resounding success here last year, returned to do a program of music for duo-guitars, including some delightful arrangements of their own.

Without a doubt the year's high point to date was the appearance of the twelve Boston Symphony Chamber Players in mid-February for a concert of exquisite ensemble, playing music by Mozart, Dahl, Poulenc, and Beethoven. It was one of those infrequent occasions when magnificence is heaped on magnificence.

Where to Practice?
Amidst the hectic whirl of term-time, there has always been the need for students to find a room, or area, where they can retreat to practice and work on technique, assigned pieces, or a review of old material. The facilities we now have are severely taxed by all the teaching to be done each day, as well as by the practice demands of more than one hundred students.

The Old Chapel is used daily for teaching instrumental music and for student practice, as is the New Chapel and choir room, all of Memorial Hall (upstairs and downstairs), the Hargate common room, and common rooms in dormitories where quiet can be assured for student concentration. Mr. David Ripley, our guitar instructor, even uses the squash courts common room for some of his teaching.

Experienced Listeners
Students come to us today with advantages unknown or untouched in years gone by. Easily available records and tapes of the best in every kind of music, performed by the best artists in the world, make them more demanding of themselves, and exposure to fine music played by FM radio stations from early morning until late at night, indirectly heightens the listening sensitivities of everyone.

For years, tickets were given to the School for use by any student interested in getting himself to Boston on Friday afternoon to hear the Boston Symphony Orchestra. Needless to say, there were not many students who had the time or the extra money to do this.
But times have changed. Now, any student may elect to sign up for a concert, be excused from commitments if necessary and be taken down and back to a Friday afternoon concert. Since the four tickets are never enough to go around, they are offered each week to those students who sign up but have not attended one concert yet during the year. The exhilaration and thrill for students hearing a great orchestra perform great music is beyond description.

Music as a Necessity of Life
To look at music at St. Paul’s today is to realize how far the School has come in the past few years. It is nothing short of wonderful: students eager to learn the basic skills needed for their instruments; students singing the great music of all periods in a chorus or choir where they sing because they love it; the band or smaller instrumental ensemble getting out on a cold winter morning, warming up in Chapel and then playing for all, to send us off to class invigorated and refreshed.

To listen to music at St. Paul’s today is to hear more of it daily than was ever heard before. It is normal to find a student looking frustrated because at that moment there is just no place to practice.

Mr. Wood, right, meets with chorus members Nancy R. Starr, ’75, Henry H. Sprague, 3d, ’75, and Adam O. Bailey, ’76, after rehearsal in the Choir Room.


or no piano free for practice.

And beside all of this, there are still those students who find the time to organize their own bands for the latest rock and jazz. In fact, for several years, we have included a term course in the Music Department, called “Jazz Workshop,” which, being taught by a jazz musician, gives students proficient in their instruments a wonderful chance to learn styles and patterns of jazz from its early forms in New Orleans to the present. They usually play a program at the end of the term, so the entire School can listen to their achievements.

If you visit St. Paul’s in the near future, and I hope you do, prowl around and listen! You may find a Brass Ensemble class working on the stage of Memorial Hall, a group of madrigal singers practicing early English or French vocal music, a series of instrumental lessons being given in several teaching areas, or a class for advanced piano students meeting in my house to perform and criticize each other’s playing and interpretation.

Whatever it is, or wherever, sounds of music will greet you in almost every corner of the School these days, revealing what SPS students have found: that music is a necessary component of their lives.
Teaching — Then & Now

(A talk given on Parents Day, 1974)

George R. Smith, '31

Julien McKee has asked me, as an old timer, if I would attempt to make a comparison of the teaching today with that of some years ago. I am not sure how far back he expects me to roam over the years, but I find with something of a shock that I can readily speak of the School of forty and more years ago. And as I believe that in future years it will be said that 1934 and 1974 were both periods of strength in the life of the School, for somewhat different reasons perhaps, an historical overlook might be of some interest.

The education we received then had many virtues. There was a solidity to it; we learned thoroughly what we were exposed to, but it was hardly contemporary — no course such as the one we now have in practical politics was conceived of. In English, The House of the Seven Gables, Silas Marner, Hamlet, Burke's speech On Conciliation with the Colonies were gone through with a fine tooth comb, but no course that I attended considered reading contemporary authors such as Hemingway, Fitzgerald or Willa Cather.

American History, the only history offered, was presented as an exercise in underlining Muzzey's tome on the subject. Public affairs were the province of Ed Toland's mini-course in "Choosing the Right Career." Those that had talent in a subject were not stretched; they were merely told that they did not need to meet as many times a week to cover the material. In mathematics, plane geometry was the standard Sixth Form course, which compares favorably as a challenge only with the requirements of the 17th century when arithmetic was as far as one needed to go to be eligible to enter Harvard.

On an individual basis, to be sure, fortunate students could have a tutorial with T. Nelson in a mysterious subject known as calculus. Others might have a special class in poetry with John Richards, or a course in Virgil with Bill Flint and benefit from his vast scholarship but, by and large (to our discredit, though I may say it did not inhibit our pleasures), we were an accepting lot and did not quarrel with the classroom offerings of the School — pretty much of a lock step, not atypical of the schools of the day: four years of math and English, probably Latin; hopefully, more
than two years of a modern language; a science; lip service to history, and that was it.

You will say, a dismal picture? Not necessarily. Why do I consider it a period of strength in the School’s life? The faculty had been stable for a number of years, and especially those individuals such as White, Fiske, Nelson, Sears, Howard and Peck — a remarkably fine group who came to the School around 1900 to be heads of departments — were dedicated schoolmasters.

They cared for their subject; they cared for us; they were firm in their opinions; we knew where we stood and, perhaps more important, we knew where they stood. Effective schoolteaching does not necessarily depend on the subject material. They imparted their enthusiasm and interest in their subjects; their standards were high. I can still readily visualize Beach White acting out the ghost scene on the parapets of Elsinore for us in one of the odd old rooms in the Annex — a source of pleasure to me ever since. One never forgot the quips of T. Nelson or Doc Conwell, nor did one ever forget their insistence on accuracy. The emphasis of the School was not placed entirely on academics: the School was in good hands and, as a community, it possessed many of the qualities that we search for today and find elusive.

But at the end of the thirties, Dr. Drury died; the old-timers, who under his aegis had held the School together for so long, retired within a few years of each other. Then came World War II, and the composition of the faculty was in a short span of years radically altered. We were in effect a new School in a new era, with vaguely-held thoughts that implied change was in order. A major change did not come until the sixties, when Vietnam with its wide-ranging influence on our lives supplied a major impetus in bringing this about, and the cry was heard in schools and universities for a new evaluation — new thinking — of what education was all about.

Today, the School reflects very strongly the results of the deliberations of the sixties. If you read the School Catalogue of last year, you will find listed no less than 190 separate courses for the student to choose from, with the added possibilities embodied in the ISP program and also the magnificent opportunity to spend a year abroad in the SYA program.

It is not quite as wild as it sounds. Friends who have visited the School have wondered how a faculty can possibly support such a program, but many of the courses are term courses or half year courses, so one should divide the number by 2 or 3 to determine the number of what might be considered full year courses that can be taken. Even so, it is a heady selection and, at the time of year when courses are being selected and schedules made up, we find students in the corridors debating (perhaps flipping coins?) between such exotic offerings as courses titled, “The Whole Man” or “The Twisted Strand.”

The English Department no longer stresses an intimate knowledge of a few works. One can take a course in Black Writing in the fall, Modern
Drama in the winter and Classic American Gold in the Spring. Novels from Fielding’s Joseph Andrews to Catch 22 are studied. History lists thirty-seven different term offerings — Muzzey has fortunately long since disappeared. In mathematics, every student will normally by the Fifth Form year be introduced to calculus or if he wishes he can choose an elective in Problem Solving, Modern Algebra or Computer Science. The teaching of language has changed from an exercise in translation to the hope for a mastery in the subject, both oral and written. The arts, thank heavens, have earned an established place in the curriculum and we attend recitals of music, theatre and the dance in Chapel and the Hall as well as exhibitions of studio work in Hargate.

Towards a new conviction

It is a very impressive curriculum that the School offers and we have reason to be proud and feel fortunate that it can do so. Have we reached the perfect solution? A proper balance in a liberal arts education? Fortunately or unfortunately, this is a thought that no one can ever comfortably entertain. There will always be opposing theories, a sense that this or that aspect should be modified.

The emphasis in recent years has been to tailor the curriculum to the needs of the individual student. The proliferation of courses is a natural result. Are there dangers in this? Do we now believe that a 15- or 16-year old can know what his real interests will ultimately be or what is a good sequence of courses to follow so that he will benefit to the greatest degree from his college years? It is a time-honored query.

Naturally, we counsel with the students in their selection, realizing that we are a preparatory school and that one of the essentials of our purpose is to give students a good grasp of the fundamentals in a number of areas or disciplines. But it is hard to resist the wide selection and we fear at times lest we allow a student to become a dilettante, with a smattering here and a smattering there in various fields. The students might well ask, as we respond so readily to their myriad and ever-changing thoughts, what we as adults, teachers and parents think is right. What do we hold to be important? What are our standards?

Thirty or forty years ago such thoughts would not have been entertained: faced with the stern visage of a Dr. Drury or the commitment of a Henry Fiske, one knew exactly what was expected of him. There was a stability and comfort in this which allowed one to concentrate on the work in hand.

At the moment, in my opinion, we are still feeling our way into a new curriculum that is certainly much more in tune with the times — ambitious and diversified — but we have not as yet settled into it with the conviction our predecessors enjoyed. The task remains to consolidate our gains and hope that we can bring to our students the dedication and effectiveness as a faculty that the students of the thirties were favored with.
The School

A YOUNG master in the Upper School sixty years ago sharpened his talent for caricature in the margins and blanks of a daily notebook-record of the whereabouts of boys living in the Upper.

ARE there resemblances to "persons living or dead" among these whimsical creations? The savage early weeks of World War I, of course, prompted the renderings of German General von Kluck and the Turkish soldier. The admonitory figure in the lower right of this page is labeled as "Joseph Walker, Esq." - the School's first business manager. Can any reader spot other portraits?
in Caricature — 1914-1915

J. GREGORY Wiggins (1912-16), whose style is unmistakable in these drawings, was a man of vigorous and contagious interests. He taught German, Greek and Latin, at SPS, and coached crew. After World War I, during his career as a professional wood-carver (a sort of "fourth-choice," he called it!), in Pomfret, Connecticut, he was the painstaking artist-craftsman of the year-shields in the Upper School dining room, and the marvelous carved benches in the Chantry, Choir Room, Ante-chapel, etc.

The Work Program

RONALD J. CLARK

THE Work Program, like most practices at St. Paul's School, has undergone many changes over the years as it responded to the economic and educational needs of the community. Most of the changes have sprung from self-evident needs, such as a deficit budget or a shortage of manpower. But, remarkably, the latest developments have been initiated by students and brought about by a committee of students and faculty in response to a wish for a better community, one in which students and staff shared the burden of maintaining the grounds and buildings. There will be more about that in a later paragraph; first, a bit of history.

There was no program called a Work Program until 1940. Beginning in 1917, under a so-called "Self-help System," each boy had been responsible for the neatness and cleaning of his own room, which was inspected by the Council twice in each three week period. The great incentive to clean was the "Yellow Slip Holiday", won by those who had been given fewer than four yellow slips during the year, a yellow slip being the notice that a room was judged unsatisfactory by the inspector.

But, other than the care of his room, each student had until 1940 little to do with the work of cleaning and maintenance. There were still maids to wait on tables (Imagine!), other people to clean corridors and stairs, and many men to maintain the grounds. (If we wonder how all of this was
managed, recall that the tuition in 1939 was $1,400 which, with the addition of other fixed charges came to an effective cost near $1,600. Recall too that the cost of the most popular Ford was $750 and the annual pay of a new SPS faculty member $1,200. Also, at that time, according to Department of Labor statistics, the average yearly pay of an American worker was $900.) The School of that time still pursued a life-style heavily dependent on the labor of others.

In 1940, because many on the staff left to take war-related jobs, most at considerably better salaries, the students of necessity took over many jobs - waiting on tables, cleaning dormitory corridors and stairways and working in groups during the afternoon on the grounds. The change was made with excellent spirit and much vigor. Everyone felt that, through these steps, he was contributing to the war effort. The Council, under several strong presidents, provided much-needed leadership.

**A significant decision by the Trustees**

The next significant change came in about 1948. Some may have thought — or hoped — that, after the war, things would revert to what they had been. But gone now were the days of low wages and scarce jobs, on which the pre-war style had depended. Moreover, since the School was struggling to find enough students to fill the beds, (a sharp decline in the birthrate in the depression years of 1930-1936 meant fewer applicants in 1945-1951) the Trustees chose not to raise the tuition at the same rate as the cost of living. (This very significant decision began the conversion of
St. Paul's, from one of the most expensive boarding schools, virtually a one-class school for sons of the affluent, to one of the least expensive, a school for all creeds, colors and economic classes. To avoid large deficits, economy was essential. The staff was cut to a minimum and students perforce had to do more.

Rise and decline of the coal crew

Students of that period will recall shoveling coal. Since coal could be purchased during the summer at reduced prices, the School stockpiled 5,000 tons. (The stockpile also provided a reserve if there was a coal miners strike, a somewhat regular occurrence in the days of John L. Lewis.) This coal was moved in the spring from storage to the bunkers above the boilers. A group of ten boys moved twenty tons of coal in an afternoon. It was a mark of distinction to leave the work detail as dirty as possible and parade through the School back to the dormitory.

Having reached a peak in the decade 1950-1960, the Work Program gradually required less from each student during the 1960's. The economic pinch* had relaxed. The School was able to buy labor-saving devices such as lawn sweeps, snow blowers, vacuums for leaves, and more plows and tractors; a landscaping department, consisting of several workers, was created; oil was introduced at the power house in 1963 and the last coal was moved by boys on April 6, 1963. The boy who could expect to work twelve afternoons in 1950 was assigned to only four afternoons per year by 1970.

Reaction begets action

Another change—significant in view of the later role of the Council—occurred during the five years 1965-1970: the Council dropped its involvement with cleaning and directed its energies to more abstract issues. Housekeeping in the School deteriorated rapidly. Since rooms were no longer inspected, the level of cleanliness, even tidiness, was a matter of individual preference, and for this and other reasons the students lost their concern for the physical plant. But the change did not go unnoticed.

* I recall speaking to Mr. Kittredge shortly after he was appointed Rector. I asked if the time wasn't ripe for a capital funds drive of the kind many other schools were organizing. Mr. Kittredge replied that the Trustees were not of a mind to put on such a drive and, moreover, he didn't have any appetite for such an undertaking which would demand much of the Rector.

Seven years later, I was again in the Rector's office and asked if he recalled the earlier conversation. He replied, moving his eyebrows, "Indeed I do, my boy. I think you were pushing me." I then mentioned how much had happened in the intervening years and the good fortune the School had enjoyed. Memorial Hall and Payson had been built, the old Middle had been replaced with a large splendid new Middle and, most important, the endowment had more than doubled, principally due to bequests from Mrs. Wilks and Mr. Harkness.

Mr. Kittredge, smiling warmly, fluttered his eyebrows and said, "My boy, it is a treatise on procrastination!"
In the SPS vocabulary, a new word became increasingly prominent — *community*. Community means students, faculty, families, staff, the quality of life, and the very appearance of the buildings and grounds. The Council, almost more than any other group, were concerned that all people should be involved in all aspects of School life and that the community should be as close to ideal as possible. Shouldn't the students do more in sharing the physical labor necessary to the life of any community?

A committee, chaired by a student and comprising three students and four faculty, one of whom was Mr. Talbert, the School engineer, was formed to investigate and to offer suggestions. The committee report, offered to Council and faculty in January, 1972, stated, in part, "The proposal aims at . . . an increased appreciation (not necessarily affection) for the amount of maintenance required to keep the School functioning well, hopefully coupled with a feeling of contribution to the community's physical and financial well-being. . . . In the long run, a more intensive work program may prove to be financially beneficial, but there are less tangible and more important benefits to be considered. Work can be a meaningful exercise for both body and mind. Skills in a given area may prove advantageous in finding summer employment and in future self-sufficiency. Community participation in community maintenance may prompt greater consideration of property in general, and consideration of those who are troubled by one's carelessness."

**High ambitions; solid success**

Hallelujah! The proposal was quickly accepted by Council and faculty, although many of the latter were skeptical about the range of work suggested. For example, the proposal read, "Examples of work would be plumbing, carpentry, painting or gardening, which would be done on an apprenticeship basis with a member of the maintenance crew."

A Pilot Program was given a trial during May, 1973. New jobs were tried, such as assisting in the Chapel and in the Gym, working with the grounds crew, and helping in the dishwashing room on evenings when the School has a non-cafeteria meal. When evaluation sheets were completed by the students involved and by some members of the staff at the end of
the period, the students, on the whole, favored the new program; the staff was enthusiastic.

The committee recognized certain problems such as scheduling, and foresaw fluctuations in morale. In the Pilot Program, all students were eager and, of course, did well. But, as the committee noted, "for the program to work, the students must feel that the work is necessary and that if they do not do it, it will not be done. . . . If there is not a discipline consonant with such feelings, the program will lose its student support."

Encouraged by the success of the Pilot Program and heeding the committee's advice, a new student-faculty committee, established by the Rector, launched a new work program in the fall of 1973, with two basic guidelines: equal work for everyone, and a slow but steady increase in the amount of work expected from each student.

Within these guidelines, the aims of the program for the first year were, first, an assigned job for everyone, involving approximately one hour per week; second, one evening of work in the Upper School dishwashing room; and third, four or five afternoons of service each year on a work crew doing assorted jobs, such as raking leaves, scrubbing squash court walls or rink boards, or moving chairs.

Despite considerable trouble with scheduling, the committee was able to assign most students a regular job following, insofar as possible, each student's preference. A partial list of the assignments and the number of students involved follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guides for admission department</td>
<td>150</td>
</tr>
<tr>
<td>Setting up tables in dining rooms</td>
<td>85</td>
</tr>
<tr>
<td>House jobs (halls, stairs, and common rooms)</td>
<td>125</td>
</tr>
<tr>
<td>Eco-action program (recycling newspapers &amp; cans)</td>
<td>30</td>
</tr>
<tr>
<td>Reading room (assist custodian)</td>
<td>10</td>
</tr>
<tr>
<td>Chapel (assist custodian)</td>
<td>15</td>
</tr>
<tr>
<td>Gym (assist custodian)</td>
<td>15</td>
</tr>
<tr>
<td>Upper School common room (assist custodian)</td>
<td>16</td>
</tr>
<tr>
<td>Library (assist librarians)</td>
<td>10</td>
</tr>
<tr>
<td>Landscaping crew</td>
<td>15</td>
</tr>
</tbody>
</table>

There were a number of students on other individual assignments, some
who were excused because of their Independent Study Projects, and a few whose schedules were so complex that nothing could be worked out.

At first, it was the intention of the committee to assign a small group of students to rotate the work in the dishwashing room. But the students themselves quickly decided otherwise: it was a badge of honor to do this work and, moreover, it was fun! Everyone must have an equal opportunity; everyone must take a turn. More benefits came to the community from this program than from any other. The staff enjoyed working with the students and getting to know their names; the students came to know the staff as people.

Although there were to be one or two additional assignments for each student in the course of the year, there was not much observable change in the afternoon work squads. They continued to operate under the supervision of Coolidge Chapin, who carries untiringly the major burden of the Work Program in addition to his many other jobs.

The Rector, keenly interested in all aspects of the Program, kept himself informed of it and praised the committee during the year for the substantial strides the Program had taken “in a very quiet and yet very effective and sure way. . . . There was remarkably good humor and remarkably good cooperation by students. . . . I think you are proceeding in exactly the right way—slowly, quietly, experimentally. This is the way things work best, and this is the way new procedures and responsibilities are best established in the School.”

Sixth Form leadership in supervision

Since there was general agreement that the 1973-4 Work Program had followed its guidelines well and achieved its aims, no substantial changes have been made this year. Rather, it is a year of consolidation and a time to develop a better system of supervision. Each set of jobs—for example, the Reading Room—is under the supervision of a Sixth Former who checks to make sure the assigned student reports for his job and does the work satisfactorily. A small step, it may bring a time when the Sixth Form will again contribute substantial leadership in this area of School life.

Scheduling remains the chief difficulty to be surmounted. Though many students have a double period free here and there during the week, it is difficult to use such time for the Work Program unless it is coordinated with others. Naturally, too, the student often finds a double period useful to his own planning and is reluctant to lose it. Since the committee heeds the students’ wishes as far as possible, this becomes part of the problem of scheduling.

All in all, the new Work Program, in existence now for eighteen months, seems to be doing well. The old students respect the purpose of the Program and do their bit. The new students this year see it as a “tradition” and do their bit. Slowly, quietly, experimentally, we hope to do more.
In the Teacher's Seat

"Her first project was an apple curriculum. Her planning for the unit included a flow-diagram of initial activities and potential follow-up to be determined by student interest. Specific activities for the unit were: visiting Gould Hill Orchard; picking and identifying apples; choosing recipes which utilize apples; making candied apples; reading apple stories; drawing 'Millville Variety Apples'; and celebrating through dance the apple harvest. The second project was to make with the students a tapestry of felt squares.

"In both projects she was exposed to a wide variety of classroom problems and frustrations. Overall, her ability to cope with the unexpected occurrences was commendable. She was not only able to provide stimulating activities but also to make appropriate adjustments if student interest turned into excessive and therefore detrimental behavior." A Second Grade teacher in a Concord public school.

William O. Kellogg

You may well wonder what the St. Paul's student described in the above quotation is doing. The paragraphs are from a letter evaluating the performance of a girl in one of the thirty-seven History Department courses mentioned by George Smith in his article in this issue: "Teaching: Then & Now." It is a fall term course called, "Education: A Study of the Theory and Practice of American Education Today."

Developed in the late sixties, it began with dinner table conversation about rural and urban poverty. A student (this was before coeducation) was planning one of the first independent study projects. Reflecting the idealism of the period, he had decided to do a service-type ISP, working with disadvantaged students in an urban school. I indicated that one did not have to go far to find students who were disadvantaged and mentioned several Concord schools where many students came from poor or broken homes. The location of his ISP was changed to Concord, and the seed of the present Education course was planted.

Over the next several years many students pursued ISP's in the Concord Public Schools with differing motivations: from that of working with Learning Ability students to that of developing athletic programs for the playgrounds. Regardless of motivation, students performed well, but also continually indicated they wished they knew more about learning-theory, handling discipline problems, diagnosing Learning Abilities, etc.
Teacher's aide Carl J. Lovejoy, '75, with Concord sixth grade pupils.

With as many as a dozen students a year involved in education ISP's and all asking the same questions, the logical step was to bring them together as a group to discuss their mutual concerns. The concept of combining practical experience with academic work — what is variously referred to as experiential courses or (in the social sciences) "using the city as a laboratory" — had a great appeal to me. A course description was prepared and approved and the Education course began to grow.

Since the course was experiential and we were using Concord schools as the laboratory, I requested that the course be made available to Concord High School students as well. This was approved by St. Paul's School and gladly accepted by Concord High School. Although the Concord enrollment has been small, it has proven a successful and rewarding connection with the community. Transportation and scheduling have proven difficult. One year, the assistant principal at Concord High School drove the students to the class and often remained as a participant.

To maintain the experiential nature of the course, the major requirement has been at least four hours a week spent as a teacher's aide in a local elementary school classroom. Many students manage more time. The Education class meets formally once a week for a double-period seminar. This helps to free time on other days for working at the schools, and it allows for visitors to attend class for extensive presentations and discussions.

Teachers and administrators from Concord have been most helpful and several have visited the class each year to discuss such issues as Learning Abilities and Testing, Mental Retardation and elementary school guidance programs from the very personal viewpoint of the classroom teacher. Weekly readings on learning-theory, analysis of schools or recent edu-Concord sixth graders make project report to teacher's aide from SPS education course.
“One of the ‘extras’ [provided for the fifth graders] was the introduction of the students to a computer, and the programming of such. This was concluded with a trip to St. Paul’s School where [the aide’s] mother and I had an opportunity to watch him work with the students, first carrying out the traditional mathematical computations in solving their intriguing problem and then turning to the computer for a quick calculation and check on their results.” A Fifth Grade teacher in a Concord public school.

Educational experiments, from selected authors such as Piaget, Bruner, Skinner, Rogers, Holt, Silberman and Rosenthal, provide rich material for class discussion and questioning. The weekly classes have been exciting and stimulating for me, as the students share reactions to the readings and their personal classroom experiences and we all make connections between the two.

Personal Growth

The final requirement for the course is the writing of a daily journal in which each student is asked to reflect on his own work as a teacher aide in the Concord class and on any other learning experiences in which he is involved. The journals are often highly sensitive presentations of personal growth and development.

The Education course certainly confirms George Smith’s point that many parts of the present curriculum are very different from the curriculum of the 1930’s. The course is still developing, but I like to think it has a solid place in the new curriculum of the seventies.

What does it do for the student? As many have said to me, it permits them to do something constructive and tangible, out of the immediacy of St. Paul’s. It breaks down the old “Carnegie Unit” of academic measurement and gives credit for “active learning,” thus adding variety to the educational experience. It has provided many opportunities for the “quiet” SPS student to bloom in new surroundings, unhampered by the image he carries at SPS.

Also, since all students in the Education course work in elementary school classrooms, there is an age gap between teacher aide and pupils. The issue of the older authority figure is thus present, forcing each participant to grapple with the issue of authority and discipline.

In their journals, students have indicated the course forces them to look at education from viewpoints other than that of student. Their dual role – student at SPS or CHS, teacher aide in Concord – leads to sharp analysis of what they and their teachers are doing in the
classroom and what it means to be a teacher, a student, or "educated."

**Purpose & Results**

The course is not designed to produce teachers, but rather to make students more aware of what is involved in education. Some students, such as the CHS girl who received a year's course credit at college for the work she did in the course, have decided to pursue careers in education. Others have decided they are temperamentally unfit to be teachers, which may in the long run be the more beneficial aspect of the course.

All of the students, however, have indicated they will retain an interest in serving education in some capacity, whether it be on a school board or in a classroom. This is certainly very gratifying to me.

Our experiential Education course thus provides an opportunity for students to test themselves in working with people in a capacity of full responsibility and to consider the meaning of education. There is a structured "content" to the course, in the 1930's sense of curriculum structure, but there is much more. The students grapple with real issues and experience, and with help from adults establish standards for conduct and relations with people which will provide a basis for decisions throughout their lives.

What has been the impact of the course on Concord? Participants have taught in seven different elementary schools and many teachers, including all those quoted in this article, have had students from the course for several years. Eighteen students were enrolled in the course last fall; fifteen the year before. After the fall term course, SPS students often go on to do more extensive Education ISP's; ten did so this year.

I receive reports that the youngsters in the Concord classrooms are forever talking at home about 'Tom' or 'Mary' who is from St. Paul's. If the "love letters" from older elementary school children I find clipped in journals are any indication, the teenage teacher aides are deeply appreciated and admired by the youngsters.

And how do the classroom teachers, who work with the aides and help evaluate them, feel? Here are two rather typical letters received this past fall:

Dear Mr. Kellogg,

A — — is the kind of outstanding student one does not see often. She has a natural ability as a teacher.

She is warm, friendly and genuinely enjoys children and shows this in all her contacts with the students.

She was able to skillfully take over the class when I might be called out. Often when a parent came to visit, she would begin the lessons.

She did some large group discussion and instruction. She taught the class an Indian Dance which the children thoroughly enjoyed. She introduced the dance by relating it to things the class had already studied. She also brought in books and pictures about Indians for the children.

She also worked with small groups. She did a lot of baking and would work with part of the class relating the baking to math, language arts, etc.

She often had suggestions of things to do. She wanted to be included in all the events, whether they took place during the day or after school. She
came to our Parents’ Night to meet the children’s parents.

She was always prompt and attended regularly. I feel that she always gave her best. She tried hard and we all miss her. I feel that to rate her as anything less than outstanding would do her a disservice. On a scale of 5, she would be a 6.

If my praise seems overly high, it is because I have had student teachers who are college seniors and graduate students who cannot measure up to A---. I enjoyed working with her and look forward to working with her next semester.

Sincerely,

a Concord Kindergarten teacher

Dear Mr. Kellogg:

It is a pleasure to write to you regarding M--- and his participation in our classroom at Conant School. With no reservations whatsoever, I consider this young man to be ‘Extremely Outstanding’ as regards his knowledge, his attitude and his contribution to Room No. 17.

His attendance for the agreed sessions, and his arrival before the first class began each Tuesday and Thursday, speak for his punctuality. He went ‘the second mile’, as he made trips over with materials for our Thanksgiving program and also came to meet the parents.

The pupils and I looked forward to his arrival. He showed unusual perception regarding pupils’ abilities. He was very patient with slower ones, but also aware of the few who have high potential and are not using it.

Specifically, for the first five weeks, he worked one period each day with six slower readers. They were reading Farley Mowat’s “Owls in the Family.” As problems arose, he wisely re-seated members of the group. His discussion periods to determine their comprehension were in depth and well thought out. He often took materials with him to read and prepare.

Now, he is working with a group of good reading level in a “Listen and Think” program, which is a series of 15 specific skills. They listen to a tape and then answer questions regarding the listening exercise. Some topics are Main Idea, Sequencing, Outlining, Cause and Effect, etc. Again, his handling of the group is commendable and he has the affection and respect of

Carl J. Lovejoy, '75, listens to sixth grade pupils in a Concord school.
these pupils. In unstructured times, he makes an added effort to chat with them, and the rapport is good.

When he did not have any specific assignment, he joined me in independent work periods as facilitator; helping with letter formations, written assignments, answering questions concerning directions for S. R. A. and other multi-level materials.

From his questioning regarding pupils, M---- has shown much greater interest than just putting in his time.

I wish to thank you for sending us such a fine young man. His contributions to our class has been truly outstanding. We shall miss him.

With every good wish for success in this program,

Sincerely,

a Concord Fifth Grade teacher

Anniversary

THE SCHOOL'S One Hundred and Nineteenth
Anniversary will be celebrated on May 30-June 1.
Coolidge M. Chapin, '35, is in general charge of Anniversary plans.

Reunion Forms and their Chairmen:
1856 - 1860: Henry A. Laughlin, 1510 Monument St., Concord, Mass. 01742.
1920 - 1925: Albert Francke, Jr., 160 East 72d St., New York City 10021
1925 - 1930: A. Felix du Pont, Jr., 1080 duPont Bldg., Wilmington, Delaware 19841
1930 - 1935: J. Randall Williams, 3d, Main St., Dover, Mass. 02030
1935 - 1940: Derek Richardson, 41 Sasco Creek Rd., Westport, Conn. 06880
1940 - 1945: Clarence F. Michalis, 345 Park Ave., Suite 44-33, New York City 10022
1945 - 1950: James M. Waterbury, 42 Clock Tower Lane, Old Westbury, N. Y. 11568
1950 - 1955: H. Davison Osgood, Jr., Thunder Rock Farm, Scarborough, Me. 04074
1955 - 1960: Nathaniel S. Howe, Jr., 80 Rockwood Lane, Greenwich, Conn. 06830
1960 - 1965: Charles G. Meyer, Jr., Center Island Rd., Oyster Bay, N. Y. 11771
1965 - 1970: Samuel L. Brookfield, Jr., Pomfret School, Pomfret, Conn. 06258

Charles G. Meyer, Jr., Center Island Rd., Oyster Bay, N. Y. 11771

Radcliffe Cheston, 2d, 415 S. Van Pelt St., Philadelphia, Pa. 19146

Peter F. Culver, Box 235, Weatogue, Conn. 06089
Anniversary-Graduation Program – Daylight Time (tentative)

Friday, May 30  2:30 p.m. Baseball vs. Belmont Hill
5:00 p.m. Latin Play, Chapel lawn
8:30 p.m. Student Dance, Drama and Music Performance, Memorial Hall

Saturday, May 31  9:00 a.m. Memorial Day Ceremony at Library
10:00 a.m. Anniversary Symposium, Memorial Hall
12:00 n. Alumni Meeting, Memorial Hall
1:00 p.m. Alumni Parade
1:15 p.m. Alumni and Parents Luncheon, Cage
3:00 p.m. Boat Races, Turkey Pond; Flag Pole Ceremony after races
6:00 p.m. Buffet Supper, Upper School; Reunion Dinners during the evening at several locations in the Concord area
8:00 p.m. Movie, Memorial Hall

Sunday, June 1  9:00 a.m. Holy Communion, Old Chapel
10:30 a.m. Chapel for Sixth Form, Parents and Alumni – Address by the Rector
11:30 a.m. Luncheon for Sixth Form, Parents and Alumni at Upper School
2:00 p.m. Graduation, Chapel lawn
3:30 p.m. Sixth Form departs

Alumni Fund

Progress Report as of March 1, 1975

The 1975 Alumni Fund is off to a good start. Particularly satisfying is the fact that there are 153 new contributors. At this pace, we will have 51% contributing as contrasted with 47% last year.

The goal for this year, which ends June 30th, is $360,000, a fifty percent increase over last year.

It is essential that we meet this goal. For the fifth time in the last six years, the School has budgeted a very large deficit. The School is doing its part to correct this imbalance. It raised tuition by $300 for this year, by $400 for next. Now it is up to the Alumni to do their part. I hope I can count on each one of you.

Here is a thought to consider. In all probability, a great many Alumni will receive rebates of about $100 on their 1974 taxes about the time they
get this issue of the *Alumni Horae*. I submit that no better use of this “found” money could be made than to add it to your contribution by endorsing the check, “Pay: SPS Alumni Fund” and sending it to the School.

Albert F. Gordon, ’55
*Alumni Fund Chairman*

### Regional Alumni News

#### Dinner of Rhode Island Alumni

THIRTY-nine members of the Rhode Island St. Paul’s community met for dinner at the Hope Club in Providence, December 6, 1974, in honor of Frederic Bliss Read, ’06.

The Rector, presiding, spoke of Mr. Read’s unwavering loyalty as an alumnus and his presence at Anniversary, every year since the death of Malcolm K. Gordon, ’87, in 1974, to assist in awarding the Gordon Medal. Mr. Read is a medal-winner, as is his son, Frederic B. Read, Jr., ’36, who was with us also. We had on hand, therefore, one of the very few pairs of fathers and sons who have won the Gordon Medal.

Many classes were represented: Mr. Read was the senior alumnus. J. Vaughan Merrick, ’11, also present, was recognized for his long service to the School as a student, teacher and Trustee.

In a talk after dinner, the Rector told of the changes and challenges of education in our evolving society. He gave us confidence that St. Paul’s is meeting its objectives at least as well as ever and is better off for its girls; in fact, a boys’ squash match, seemingly lost because of a player’s illness, was won when a girl stepped in and played!

The last SPS meeting in Rhode Island was several years ago; we hope not to wait too long before the next. This was a thoroughly pleasant evening.

*W. Slater Allen, Jr., ’48*

#### Pittsburgh Association meets

JOHN H. Beust, Vice-Rector, spoke briefly and answered questions about the School, at the sixtieth annual meeting of the St. Paul’s School Alumni Association of Pittsburgh, following luncheon at the Pittsburgh Press Club on February 20, 1975. Thirteen alumni, five alumni wives and the non-alumnus father of a current Fifth Former were present.

Frank Brooks Robinson, ’50, was re-elected president of the association; Henry H. Armstrong, ’49, vice-president; and G. William Bissell, ’56, secretary and treasurer.

Mr. Robinson read the names of members who had died during the past year, addressed the meeting briefly on the subject of identification and recruitment of potential students and reported on Pittsburgh area students now attending the School.

*G. William Bissell, ’56*
Books


This bright-colored paperback with Greek warriors from an ancient vase on its cover makes delightful reading and at the same time offers an excellent brief survey of Greek history from 1000 until the death of Alexander in 323 B.C.

It begins with a summary of the world situation before 1000 and a picture of affairs in the Mediterranean basin and the Near East up to 600 B.C. Then comes the special feature of this work, a discussion of Greek art from 600 to 323 B.C. and whether it reflects the age or leads it. This is convincingly presented and sets up an effective background for the study of the rest of the period. The chapters are concerned with topics and are not confined to one country only; such as Sixth Century Political Development and the Golden Age, which includes Sparta and Persia. The history is concluded by a short chapter on the Hellenic Kingdoms. Each chapter ends with a summary, a chapter review with questions, and a full and varied bibliography. Appendix A contains a list with dates of the major events of Greek history mentioned in the text.

In his preface, Mr. Kellogg states that the aim of the book is to “involve the reader in the development of this chronological history by a series of questions and exercises which cast the reader in the role of the historian”. As the text seems often like a conversation with the author and since the questions call for interpretation of events, the reader may well feel himself participating in the project and taking on the “role of the historian”. He is repeatedly warned to check sources and any bias involved therein; in fact on one occasion he is reminded that the author himself is biased in favor of art-oriented study of history. There seems to be a conscious effort to distinguish between fact and interpretation, and to show the other side of the question. The author takes care to give simple direct explanation of possibly unfamiliar words and ideas.

Much is made of the interdependence of peoples and regions: events in other parts of the world — in America and China, for instance, as well as in
Italy and Asia — are kept in mind. At the same time. Mr. Kellogg makes clear that the Aegean is the focus of Greek civilization and he provides an interesting map with Delos at the center of concentric circles which include the places and events he is portraying.

References to modern life and history appear continually. “Inflation” is reported in Sparta, about 700 B. C. Problems of “hair and the generation gap” are mentioned in the story of relations between Philip and his son Alexander. Always an attempt is made to create living pictures of the ancient Greek leaders by giving an insight into their personal lives.

In the chapter on the Golden Age, a plan for analyzing society is presented and further discussed in Appendix C. The game of “Simulation” (i.e. putting yourself in another man’s shoes) is suggested (and fully explained in Appendix D) as a method of investigating whether the Peloponnesian War might have been avoided. These two ideas as well as many of the questions seem to demand greater knowledge and maturity than we should expect in the student but he may well be challenged in this manner to think more deeply.

**Greece and the Aegean** is not definitive nor for the professional historian but it succeeds in covering briefly and accurately much material in an attractive and interesting fashion, and in providing thus a vivid story of our Greek heritage, which should surely be offered today to every intelligent young person.

*J. Appleton Tbayer (’21-’24; ’30-’64)*


**ROGER** Shattuck’s *Marcel Proust* is not so much a book as a handful of excellent essays — and how refreshing it is to have a *causerie* instead of a *thèse* about different aspects of France's greatest modern novel! Surely this is the right way to rectify what Shattuck decries, namely that *Remembrance of Things Past (À la Recherche du Temps Perdu)* is much praised but little perused.

First we are told why this is so: the *Recherche* is long, its sentences labyrinthine, the whole incoate. Then there is the legendary sickness of Proust the dilettante, which is thought to permeate the novel; finally, there is the dark assessment of our nature (in a famous essay, Edmund Wilson called it “one of the gloomiest books ever written”). Shattuck demonstrates that these charges are half-truths; he leads us through them to a finer approximation of Proust’s achievement, which is to have constructed, not incoherently but according to a grandiose design, and not weakly, but heroically, a comedy of great beauty whose ultimate purpose is to reveal to each of us our real self, and whose ultimate effect is therefore to make us better able to live truly.
Following a sort of reader’s guide to editions, translations, plot and “architecture,” etc., comes an essay on how to read carefully. Shattuck is a pro at explication de texte, and the passage he studies, on kissing Albertine, serves as an introduction to, as well as an illustration of, the uses Proust makes of the comic spirit in his work. Shattuck insists on Proust’s comic genius and makes a convincing case for a general comic interpretation of the Recherche (one more refreshing departure from much criticism of Proust).

Erreur d’âme, intermittences du coeur: these terms (the first is Montaigne’s, the second Proust’s) express a fundamental flaw in human nature which lies at the heart of the “gloom,” or, better, the comedy Proust creates. To simplify grossly, it is our condition as humans to fall short of our aspirations. It has to do with timing, but also with the gap between subjective desire and objective reality, and with the “pathos of thought.” As Shattuck puts it, “The Search as a whole seeks not to transcend that condition, but to encompass it.... Fully understood as part of our lot, Proust’s complaint leads not to despair but to a gentle smile at the vagaries of men.”

The concluding essay is particularly good on the crucial role of the will in mastering life and of foi experimentale in discovering truth; and it is excellent on the composition of the entire roman-fleuve.

Shattuck makes a tantalizing point, that “the book as a whole has a fall/redemption pattern that seems to beg for spiritual interpretation,” yet he himself seems to prefer a largely esthetic one. If he had concluded with that, he would have joined ranks with the esthetic idolaters whom Proust condemns, but he actually ends quite differently: “It is primarily the obbligato motifs of suffering and work in the artist’s life which keep the conclusion from sounding prideful. Within that obbligato, furthermore, one detects the soft but unmistakable suggestion that each one of us is potentially the artist of his own life.”

I am reminded of Montaigne’s assertion that the real purpose of study and reading is not to make us more learned, but “meilleur et plus sage,” better and wiser.

L. Davis Hammond, ’55


Days When the House Was Too Small contains one short novel and seven short stories. The characters live in the Saranac region of the Adirondacks. They are the permanent residents, those whom the summer vacationers leave behind on Labor Day. As I read the book, I occasionally had the feeling that these people are left behind in a variety of unfortunate ways. Yet, an unmistakable resistance to trouble and hardship gives them a
measure of contentment and compassion. Furthermore, they exhibit a resilience which seems immune even to the snows and winds of their hardscrabble northland. In the grip of real disaster, they would undoubtedly fare better than the summer people for whom many of them work.

Several of the short stories dispense with "plot," conveying their feelings through dialogue. On the other hand, "Tracks in the Snow" uses both direct characterization and plot to show Sam, an old man who is tracking an old deer with a bad leg.

It is Sam who states what I believe to be the theme of the entire book. When Edith wishes that the children could go to Washington to see where the laws are made, he answers, "For me important laws are made by how a wind blows and when the first warm rain finally gets here and melts this damn snow. I follow easy laws like that. . . . And an old man like me can't even help to make them. He just lives by them like he always has, and he gets along. At least I think so."

Though Sam gets along quite well, I had some doubts about the characters in the short novel, from which the volume takes its name. Mory, seventeen; Hilda, his mother; and Fred, his step-father, confined to their house by a giant snowstorm, are also caught by personal problems and disappointments that are magnified by their confinement.

Even before the storm, the aimlessness of their lives becomes apparent. During the long winter, when Fred's job of caretaker of a summer camp is hardly a job at all, he spends his time at crossword puzzles. His wife is preoccupied with television programs and her tape recorder.

A big party in the boathouse turns sour when most of the guests (and Fred too) drink too much and Hilda's father suffers a seizure and is rushed to the hospital. The electricity having failed, the confinement of the storm becomes almost unendurable.

Hilda and Fred finally manage to get to town with the intention of visiting Hilda's father in the hospital, but circumstances cause them to forget the primary purpose of the trip, and they return home with the old man's false teeth, undelivered. As Fred belches over a ham sandwich which he has demanded from Hilda, Mory projects himself into a dream in which he takes a shotgun and blows open the head of his stepfather.

"I seen you thinking, Mory," his mother comments.

"Maybe I was thinking of the lilacs," Mory replies.

The desperation of the boy, who seems more sensitive than anyone else in the novel, is something of a shock. His mention of lilacs is all the more pathetic because spring comes late to the Adirondacks, and lilacs don't bloom until June.

To make matters worse, though Mr. Andrus doesn't say so, I suspect that any lilacs near the house were torn away by the snowplow that dug out the family. If so, a reader feels sure that Hilda will plant more in the spring, and quite possibly, Mory, and even Fred, will give her a little help.

George L. Carlisle

An invitation, found while rummaging in his father's wastebasket, led Alex Shoumatoff to a dinner sponsored by Florida land developers out to lure prospective buyers from the north. He managed to resist the sales pitch but became so intrigued by "Silver Springs Shores" that, in a few weeks, he found himself driving along the billboarded highways of Marion County, Florida, toward, of all places, Silver Springs Shores.

*Florida Ramble* is about Florida, but it's also about America and maybe even about the world.

The "model village" of Silver Springs Shores consists of cinderblock ranch houses having all the charm and elegance of buildings completed in ninety to a hundred and twenty days. Tropical plants, "grown in the development's own nursery with the help of human waste recovered by the sewage-treatment plant," are placed tastefully around each house. The people, mostly from the north and forty per cent of them retired, have settled in with their "inflated plastic pools, and jungle gyms," and the usual appliances in their garages. Quite a chance for a writer to exercise his skill at condemning American middle-class values, etc. — a chance many writers wouldn't pass up. Shoumatoff wisely avoids this trap. In fact one of the virtues of *Florida Ramble* is a meticulous objectivity and empathy.

Much of the book's power resides in the author's impressive presentation of the state's natural and geologic history, and his grasp of ecological principles. He skillfully juxtaposes the changes in topography, and distribution of flora and fauna that have occurred in a hundred and thirty-five million years of evolution, with the accelerated and apparently systematic despoilation of this fragile ecosystem: "Most of the Florida where people choose to be has undergone major surgery several times, and the feverish events of the last few decades have been as important in determining the face of the land as the millennia processes that brought it into being." His analysis of the cause is no less direct: "Before [the land] was any good to [European man], it had to be essentially destroyed."

This theme of environmental rape, of short-sightedness and exploitation, and the impact of its results on the people of the state — natives and immigrants — emerges subtly but powerfully throughout the book.

*Florida Ramble* is not without its lighter side, however. At times, Shoumatoff's prose takes the tone of a novel, as in the description of migrant farm workers with whom he spent New Year's Eve: "Richard's buddy was sitting on my bed smoking a cigarette and contemplating the label on his pint of Thunderbird. Richard leaned a chair against the wall and sat there licking the dry saliva from the corners of his mouth and running his tongue over a scar on his upper lip."

There are many other interesting characters in the book: Indians living in a one-room shack with only a television set for spiritual comfort; hip-
pies on their way to a "swami" convention; an eighty-four year old fundamentalist who makes a strong case for his town in the Apalachicola River Valley as the site of the original Garden of Eden.

Shoumatoff's picture of Florida is rich and tantalizing, and he tells it well in lean, clear prose. But I finished his book feeling pessimistic about the future of Florida and of America, probably the way he felt when he knew it was time to head north: "As I lay there I gradually realized it was time for me to split. It was time to clear out of this hot-dog circus world, so exotic in some ways and so contemptibly familiar in others... I missed winter, stone walls, and a sense of the past."

Michael L. Burns

The Schoolhouse reading room, in heavy use between classes, as portraits of former Rectors Kittredge and Nash look on.

Letters

Dear Roger,

The purpose of this letter you have asked me to write is to let alumni who have not been at the School for the last few years know of a new type of visitor: young alumni doing interesting and useful work and more than willing to share their experiences and knowledge with the School. I do not know of any school in this country as fortunate with its visitors as St. Paul's.
But I must start with a mention of the Conroy Fellows and Dickey Visitors, many of whom also have been alumni. The first Conroy Fellow came in 1958, and they have been coming ever since. I can count them by the dozens, and the list of the first-rate ones would be so long that a full letter could be written about them. They have included poets, statesmen, men and women in the medical world, artists, jurists, writers. The influence of many is with us still. The School’s moral debt to Mrs. Conroy, the donor, is enormous, for this most generous contribution to the education of young and old.

The most recent alumnus Conroy Fellow was the ex-mayor of a very large American city. This alumnus did his job with great competence—and humor, the indispensable for a thoroughly successful visit. For relaxation, he went for a four-mile run with part of the cross-country squad and rediscovered the beauty of the School in mid-October weather. He ran through the Ferguson Woods, the Mean Farmer’s Fields, the Good Farmer’s Fields, and over Prospect Hill.

“Say, Mr. Mayor, you do not do too badly for a city man,” screamed a very fresh Third Former. The visitor smiled from ear to ear, perhaps thinking that an impertinence with humor is only half an impertinence. Later on, he suggested to the Trustees, gathered for dinner at the Rectory, that they would all feel refreshed if they went for a jog before their deliberations on School affairs.

The Dickey Visitors (a very old gift of an S. P. S. alumnus) are intended mainly to benefit the academic departments. These visitors stay for a day or so. Often, however, they end up having contact with students, by visiting and participating in the classroom and several society activities.

Recent alumni Dickey Visitors have included advanced students in Chinese languages and the art of the Far East, the head of the religion department at Phillips Exeter, a member of the history department at Harvard whose field is totalitarianism in the modern world, an archeologist from Yale who has discovered an Indian culture in southern Mexico. To complete the old college troika, it is only fair to say that the first two came from Princeton.

The “new” Alumni Visitor

The new type of alumni visitors, not a part of the Conroy or Dickey programs, have had a less pressured visit. They are not famous, though some may well be some day, but they do not seem to be seeking fame, perhaps agreeing with the poet who said: “Fame is a food that dead men eat. I have no stomach for such meat.” The patterns of the visits, not counting those connected with the visual or stage arts, do not vary much. They include the talk in Memorial Hall or to small audiences in Hargate, Payson, or Moore; visits, with participation, to classes; luncheon or dinner

(cont. on p. 43)
CLARLY audible — and refreshingly so — was the tone of pride and faith, in the announcement mailed by the Trustees to alumni, parents and friends of the School a month ago, that The Fund for SPS has set its sights on reinforcing the endowment by $30 million.

Such a goal declares the Trustees' full confidence in the School of today, and their resolve that its strength must not be eroded or compromised.

With many who know St. Paul's well, we share the view that its present strength springs directly from the energy and creativeness of diversity. Friends of the School who have visited often, especially in recent years, have felt the voltage generated by this diversity — of race, income level, sex, interests, and religious and geographical background.

They have become aware that, since World War II, St. Paul's has been rebuilt on the old foundation. The shape of the new structure was largely determined — as Ronald Clark points out in his article on the Work Program — by a decision of the Trustees more than twenty-five years ago, to hold the rate of increase of tuition below the rate of inflation.

That policy is still the keystone of SPS financial planning. It has begotten a sequence of priceless benefits; the ever-wider pool of superbly qualified admissions candidates; rising academic performance; excellence of faculty. And of course the vital diversity mentioned above.

But in inflationary times the relatively low tuition is a vulnerable target. As the cost of School operation drives beyond income (from tuition, endowment, and annual giving), there is a temptation to call on tuition to balance the inflation of costs. Unhappily, the booming tuition required by that course would soon push SPS beyond reach of middle income families, narrowing the clientele to a vanishing point or, worse, mummifying the School as a museum specimen of financial elitism.

We rejoice, therefore, that the Trustees are unwilling to consider such a retreat. The SPS they envisage for the coming generation will continue by low tuition to keep its doors wide, and will provide adequate scholarship aid to the students accepted for admission. It will maintain the present size of not more than 500 students, and a student-faculty ratio appropriate to high quality performance in every department of School life. It will continue to offer competitive salaries, to attract and hold the best qualified faculty.

Despite every prudent economy, the cost of such a School has risen steeply. It is expected to go on rising — perhaps 7% a year. Periodic increases of tuition will certainly be made, but to meet only part of the added cost. The School must count on a steady growth in annual giving by alumni, parents and others, to carry another share of the burden. But heaviest reliance will be placed on new income from a massively enlarged endowment. That is the mission of The Fund for SPS.

In the solid groundwork already done, in the great body of SPS people who will want to keep step with the faith and generosity of earlier generations, and in the abundant strengths of the School today, the confidence of the Fund leaders seems justified.

To their pride and enthusiasm, we add our emphatic Amen.
in Scudder or the Gates Room with societies such as the Winant, Le Cercle, La Junta or the Dieudonné and with the old School publications, the *Horae* and *The Pelican*; dinner at the Rectory, where there is a chance to renew old friendships with teachers and to meet new faculty.

The lecture or talk in Memorial Hall is the most demanding part for any visitor. To reach for human contact in a lecture is always difficult, particularly in a school for the young, facing a captive audience and sometimes a restless one to boot. The proof of the good lecturer, besides being interesting, is the ability to project that he or she knows as much about the subject, if not more, than anyone in the audience. The talk must be delivered with humility while not forgetting that the audience here is highly sophisticated and endowed with ample brain matter. The question and answer period is always crucial. A mediocre talk can be redeemed, while at the same time an excellent lecture can flounder with poorish answers. The best of lecturers can even get the dullest dog in the audience to perk up.

Never a dud

Still, I have been told by many of our recent visitors that the most valuable part of their stay is the personal contact, intellectual or just friendly, with a few students and faculty and, even better, with one at a time from either group. The young, as we all know, are impressionable but only the sensitive know that they can spot a fraud a mile away. I am still to hear of a single alumnus visitor being labelled a dud.

Of course alumni have been visiting, since the earliest days of the School’s history, with a great deal to offer, but in the last few years some direction is given to the visits.

The latest visitors are young, or youthful, diplomats, economists, businessmen, public servants in the most diverse fields, experts in the law and the Constitution, editors and publishers of national literary magazines, artists; and, while mentioning so many vocations, I can only hope that I have not forgotten any. They all seem to like what they see, including the changes, as in change is the secret of eternal youth, if one is willing to think of it not as a threat but a challenge.

Many have made of the University their spiritual and actual home, and no doubt they give due credit to the School where they may first have been exposed to the thoughts that civilized teachers cherish, the academic community in which tolerance through discussion, manners through gentle persuasion, and behaviour through common sense and reason can, for those willing to listen, flourish.

Yours sincerely,

*24 February, 1975*  
*José A. G. Ordoñez*
WILLIAM C. MORRIS

WILLIAM Clement Morris, master 1911-1953, died in Camden, Maine, December 18, 1974. A Canadian citizen all his life, he was born in Nova Scotia, June 13, 1888, to William H. and Clarissa Cowie Morris. After graduating at the top of his class from King's Collegiate School and receiving the B. A. degree from King's College in 1908, he went to Harvard for his M. A., after which he taught at his old school, until in 1911 he came to St. Paul's.

Although he had expected to teach English, he had been as well trained in Latin by the Canadian curriculum and was assigned to that department. He married Ruth Robinson, by whom he had a son, William T. Morris, '46. Two years after Mrs. Morris died in 1945, he married Miss Dorothy Hopkins, the School's first permanent librarian. The Morrises lived in the Mercer Cottage until their retirement, when they moved into a charming house on Camden's High Street.

Perhaps for no other reason than alliteration, or perhaps because schoolboy minds fancied it appropriate to his mildly gruff manner, Bill Morris acquired the nickname "Buffalo." Certainly it takes no account of his warmth and wit, characteristics which his colleagues and friends remember better. At any rate, it could only have been conferred affectionately.

We who sat in his classroom had the greatest respect for his competence. He assigned for preparation only what it was possible to get letter perfect and expected it to be properly presented on demand. If we fudged it, in we came to a well-deserved "make-up" after lunch. Here we stayed only so long as to demonstrate that our ignorance had been repaired, when we were free to dash off to sports. He seemed as eager to get out to the Lower Grounds or the rinks as we, and within minutes he was sometimes putting one of his laggard scholars through a different sort of exercise, in football or more probably hockey, which he coached effectively at any level for all forty-two years.

Bill Morris was not the sort to attract a retinue but he got on well with boys and wanted to know as well as he could all he had contact with, especially in his Lower School dormitory and later in Ford. He ministered not only to their inner needs generously (and after his marriage, rather more delectably) but to their cares and confusions as well, with concern and good sense. He was a good friend to young bachelor colleagues, who found the regular Monday evening bridge game and collation in his home a delightful change from dormitory life. In such ways as these, or as companion on canoe and camping trips, he made an effective contribution to
the School, serving it, one suspects, better than it knew.

His years in Camden were likewise happy and quietly productive, centered for the most part in church and lodge activities which continued until recently when age began to tell. Last summer he had become frail but was unaffected in mind or spirit, so that his final decline was not prolonged. He is survived by his son; two granddaughters; his brother, Andrew C. Morris, and sister, Miriam Morris. To them we express our sympathy and our appreciation of his life's work.

Percy Preston, '32 ('37-'42; '46- '72)

FACULTY NOTES

Thomas R. Barrett, Head of the Art Department, has been writing art reviews for the Concord Monitor, concentrating especially on the new Phenix Hall Gallery of the Concord Arts Council.

John Sheldon Collier, a member of the Science Department and track coach from 1946 to 1964, died November 1, 1974, in Coronado, California. The son of a long-time head of the history department at Brown University, he was himself a distinguished undergraduate at Brown: president of the Class of 1929, a member of Phi Beta Kappa and captain of the track team. He won a bronze medal in the 110-yard high hurdles, as a member of the United States Olympic track team competing at Amsterdam, in 1928, and the following summer he was a member of a United States track team in games at Athens, Greece. At various times, he set world records in the 45-yard, 60-yard, 70-yard and 75-yard high hurdles. Except for a period of two years as a junior executive in the Old Colony Cooperative Bank in Providence, his entire career was in teaching. He taught science at Robert College, Istanbul, Turkey, for a year, and at the Hill School in Pottsstown, Pennsylvania, for eleven years. From 1942 to 1946, he was on active duty in the Navy, completing his service as a lieutenant commander. His eighteen years on the SPS faculty were interrupted only by one year away in a National Science Foundation program at the University of North Carolina. Apart from regular classroom duties, he was a coach of track and soccer and was a faculty member or adviser of the Dramatic Club and Scientific Association. Some of the dramatic productions of those years had the benefit of his skillful carpentry. He and his wife, Betty, are remembered for the warmth of their hospitality and friendship by numberless boys of their time. Since 1964, the path around the Lower School Pond has been renovated and is identified by a bronze plaque near the Shrine as The Collier Path, in appreciation of the joy of running and in honor of John Collier.

Robert R. Eddy, Registrar, attended the annual meeting of the board of directors of the American Heart Association in Dallas, Texas, in November. In addition, he was moderator of a panel discussion of infant cardiology, one of many scientific presentations attended by the conference participants.

The Rev. Preston B. Hannibal of the Religion Department was ordained to the priesthood by the Episcopal Bishop of Los Angeles, during the Christmas holidays.

David B. Harman of the English Department, College Admissions Adviser, has been elected a director of the Concord "A Better Chance" Program.

André O. Hurtgen, Head of the Modern Languages Department, is the co-author of a second-year level French textbook, "Reprise," published in January by Allyn and Bacon, Inc. He has also produced a 76-cassette tape program to accompany both "Reprise" and "De-
buts” (a first-year level text).

Richard H. Lederer of the English Department has written a history of Concord's Bow Brook Club which, in different versions, is appearing in New Hampshire Profiles and the New England Lawn Tennis Association Bulletin, in March, 1975.

William C. Morris (1911-1953) – see article on page 44.


Do any members of the Form of 1915 appear in this gallery of “Our Boys,” sketched by J. Gregory Wiggins (1912-16) at the foot of a page in the Upper School attendance book of 1914-15? (More of these choice caricatures are printed on pp. 20-21.)

FORM NOTES

1910
Sixty-fifth Reunion: May 30-June 1

1914
At the request of Francis Goodwin, 2d, a member of Christ Church Cathedral, Hartford, the cathedral choir sang “O Pray for the Peace of Jerusalem” as the anthem on the Sunday before Thanksgiving, last fall. The Knox music was beautifully sung and was enjoyed by many alumni who attended the service.

1915
Sixtieth Reunion: May 30-June 1

1920
Fifty-fifth Reunion: May 30-June 1

1924

1925
Fiftieth Reunion: May 30-June 1

1926
David C. Gordon, and his wife, Nan, went on a retirement jaunt last summer on the Queen Elizabeth II, to visit friends in England and Scotland.

1928
H. Wardwell Howell has been elected chairman of the board of Ward Howell Associates, Inc. the executive recruiting firm he founded in 1951.

1930
Forty-fifth Reunion: May 30-June 1

Barclay Cooke has written "Backgammon, the Cruelest Game," published by Random House, and on sale in bookstores since the late fall. Cooke has justly chided the Horae for omitting to mention that he is the “Barclay Cooke” whose daughter Madora was married last May 1 to John D. Soutter, '53.
1931
Gordon M. Tiffany has been studying portraiture in Italy and Boston, retooling for commitment to a new career after long practice of law in Concord, New Hampshire.

1933

1934
Gray Thoron, professor of law at Cornell Law School, has been chairman of a special committee of the New York State Bar Association, studying the ethical conflict between a lawyer's responsibility as an officer of the court and his obligation to safeguard confidentiality in the lawyer-client relationship when he learns evidence of past crimes for which a client has not been charged or future crimes which a client intends to commit.

1935
Fortieth Reunion: May 30–June 1

1937
Father Bernard McVeigh (Walter B. McVeigh) was elected in November by the monks of the Trappist Abbey of Our Lady of Guadalupe, in Portland, Oregon, to be their third Abbot.

Henry P. Tomlinson has opened a real estate office in Bay Head, New Jersey, with James M. Earle.

1940
Thirty-fifth Reunion: May 30–June 1

Bayard L. King retired from the United States Foreign Service in January, 1975, after twenty-nine years. He and Mrs. King plan to spend most of their time in Virginia and Wyoming. As of February he was laid up recovering from a foxhunting injury, but plans to attend his thirty-fifth reunion at Anniversary.

John V. Lindsay, former Mayor of New York City, was a Conroy Fellow at the School in October.

1943
Carnes Weeks, Jr., M. D. will leave the Student Health Service at Vassar College in the spring and become head of the Emergency Department at Sharon Hospital, Sharon, Connecticut.

1945
Thirtieth Reunion: May 30–June 1

1947

John A. Harris, 4th is serving another term as "chairperson" of Zero Population Growth, Inc., of Washington, D.C., and is also chairman of Planned Parenthood, in southeastern Pennsylvania.

William E. Streiten has returned to London from several years' residence in Hong Kong. He works for an engineering firm designing platforms for drilling oil wells in the North Sea. He says it is appropriate that the firm is half American, because he is half American himself.

1948
W. Slater Allen, Jr., formerly assistant attorney general of Rhode Island, has joined the Providence law firm of Drummey, Bruno & MacGregor.

Lewis L. Delafield has been appointed senior economist and director of the new Washington, D.C. office of Chase Econometric Associates, Inc., a subsidiary of the Chase Manhattan Bank.

C. A. Porter Hopkins was elected to the Maryland State Senate in November. He had served in the House of Delegates for the
previous eight years, the last four of them as minority leader. He has also been elected to a second three-year term on the board of the National Audubon Society.

A prize in memory of Natalia P. Semler, daughter of Peter Semler, has been established at Yale University to be awarded to a student demonstrating excellence in the field of Russian Studies. The annual award is designed to perpetuate the interests of Natalia Semler, who died in 1973 at the age of fourteen.

1949
An exhibition of recent paintings by Francis del C. Cunningham, Jr. was held at the Hirschl & Adler Galleries in New York City, March 1-20.

1950
Twenty-fifth Reunion: May 30-June 1

1951
H. Felix Kloman is president of Risk Planning Group, Inc., with offices in Darien, San Francisco and Paris.

Anthony L. McKim, Jr. writes that after having commuted for ten years he opened an office in late January, The Design Group, (architects, planners and designers) in Bedford Hills, New York.

William G. Prime, vice-president of the First Boston Corporation, stockbrokers, has become manager of the firm's London office. He was in the investment and brokerage business for more than a decade before joining First Boston Corporation in June, 1974.

1952
After four years on duty in Brussels with the United States Mission to NATO, Theodore S. Wilkinson, 3d is on a home assignment for the State Department in the Pentagon, in Washington, D. C.

1953
Hugh Clark, M. D., associate professor of medicine at the University of Washington School of Medicine, reports having had a "superb week of fishing at Darwin Ranch, Jackson, Wyoming, owned by Loring Woodman, '60. Perhaps the most beautiful location in the Rockies."

James C. Clow, a rancher in Wyoming, sends his fellow alumni the following terse message: "eat more beef!"

William John Powell, Jr., M. D., was recently appointed associate professor of Medicine at Harvard Medical School. He teaches internal medicine and cardiology and is involved in research in cardiovascular physiology, at Massachusetts General Hospital in Boston.

Lt. Col. John O. Sewall is commanding the first battalion of the 15th Infantry in Kitzingen, West Germany. He expects to continue in this assignment until early next year.

1955
Twenty-fifth Reunion: May 30-June 1
The Rev. Frank Tracy Griswold, 3d was installed as rector of the Episcopal church of St. Martin-in-the-Fields, Chestnut Hill, Philadelphia, last September. He had previously been rector of St. Andrew's Church, Yardley, Pennsylvania, for seven years.

L. Davis Hammond is in his second year in the French department at Phillips Exeter Academy. Before joining the Exeter faculty, he was an assistant professor at Dartmouth for five years, and an instructor at Brandeis University for four.

1957
Philip C. Iglehart has become president of W. C. Pinkard & Co., Inc., a commercial and industrial real estate company specializing in brokerage management and development in the Maryland, Virginia and Washington, D. C. area.

David G. Noble is a free lance photographer and works for the School of American Research, a private institute in Santa Fe, New Mexico, dedicated to advanced studies in anthropology.

John G. Petrasch became vice-president of Hartford National Bank & Trust Co. in Febru-

Barend van Gerbig, 2d received a master's degree in clinical psychology from London (England) Institute of Psychiatry in 1973. He is now mental health consultant to the Psychiatric Inpatient Unit at the Rutland, Vermont, Hospital.

1958

Christopher T. Clark has become national chairman of the Metropolitan Opera's "Regional Auditions." It is a "demanding and exciting" volunteer job which takes him across the country each winter attending auditions in sixteen cities.

1959

Born: to Christopher J. Elkus, and Mrs. Elkus, a son, James Montagu, April 25, 1974.

Wilfred C. Files, Jr. has been elected president of the District One Education Association, which represents more than eight hundred teachers in rural and military schools in Alaska.

Stephen L. Hershey, M. D. expects to enter the private practice of orthopedic surgery with the Akron Clinic, Inc. in Akron, Ohio, in the summer.

Edward Maguire is an international tax lawyer practicing in Washington, D. C., currently working in the area of East-West business transactions. Two of his articles on the tax and commercial law aspects of doing business with the Soviet Union have been published during the recent winter. Maguire, who has a fluent command of Russian and Polish, spoke at the School in October on life in the Soviet Union, and visited classes.

Engaged: Charles T. Williams, 3d to Miss Ellen Dryden Reeder, daughter of Mr. and Mrs. Oliver Howard Reeder of Towson, Maryland. Williams is a chartered financial analyst and is a vice-president of C. T. Williams & Co., Inc.

1960

Fifteenth Reunion: May 30-June 1

James C. Bengston has been living in Norway for the past four years. He writes to his Form Agent: "We've just built a home, have added one more boy, Marius (3½) to the family, as well as a dog. I'm working for Young & Rubicam as a copywriter and photographer. Also do quite a bit of translating and some free lance photography. Pete Nicholas, who is with Eli Lilly in Stockholm, came by for supper one evening last spring."


Married: Richard R. Vistor to Rosemary S. Nicholls, daughter of Mr. and Mrs. Philip Schmitt, 3d of Katonah, New York, December 14, 1974, in New York City. Vistor is an investment officer with the First National City Bank of New York City.

1961

Born: to John Winthrop Aldrich and his wife, Daffy, a daughter, Margaret Livingston, December 6, 1974. Aldrich has survived the change of administration in Albany and remains an assistant to the New York State Commissioner of Environmental Conservation.


Stewart J. Bell has sent the Horae the following note: "I earn my wages in a fish canny, but my real work involves setting up a land cooperative, developing a non-profit corporation to serve a variety of subcultural needs, and politicking to prepare the local economy for an energy-scarce future. We need an enlightened lawyer, either independently wealthy or willing to live cheap. Is that you? Write me at 818 12th St., Astoria, Oregon."

Stuart Douglas and his wife, Sue, have bought the former Markham House in Weston, Vermont, and renamed it "The Inn at Weston." Stu writes that the inn is small and cozy, with a friendly atmosphere. "Sue's specialty dinners are super and everything we do is homemade. The surrounding countryside is beautiful, so everyone from the Class of '61 should come for
a visit with us. We love our new lives as innkeepers!!"

Married: John B. Hawes, Jr. to Miss Emily Morgan Barclay, daughter of Mrs. Albert H. Barclay of New Haven, Connecticut, and the late Mr. Barclay, December 14, 1974, in New Haven. Hawes is an architect in the Harvard University Planning Office.

Born: to Peter J. Pell and his wife, Alexandra, a daughter, Allison Moulton, June 13, 1974.

John H. F. Shattuck has been counsel representing the American Civil Liberties Union, in a suit filed in Federal District Court in Washington, D. C. alleging arbitrary and discriminatory actions by the F. B. I. in censoring material supplied to historical researchers.

1962
Richard E. Schade is completing his doctoral dissertation at Yale. In September he will become assistant editor of the Lessing Yearbook, a publication of the University of Cincinnati, devoted to 18th century German studies. He will also be teaching.

Hubertus Sulkowski, as of late January the father of a son, 3½, and daughter, 9 months, is with Shearman & Sterling, New York City lawyers.

1963
Henry H. Livingston, Jr. has been released from active duty after six years as a naval aviator. He writes that he is "slowing down [on Jan. 1, 1975] to a more sedate pace at Brown Brothers Harriman, New York City."

1964
Married: Coburn D. Everdell to Miss Mary Elizabeth Earls, daughter of Mr. and Mrs. William Thomas Earls of Cincinnati, Ohio, November 2, 1974, in Cincinnati. Everdell is an architect practicing with Bechtel, Inc., in San Francisco, California.

Robert F. Grantier has been working for the past two years as a residential counselor in a home for mentally retarded men in Ottawa, Canada, and meanwhile studying theology at St. Paul University.

J. A. Humphreys, 3d will finish his law course at Harvard in June, and start work with Dechert Price & Rhoads in Philadelphia in the fall.

Married: David M. Irons to Miss Janet Cox, daughter of Mr. and Mrs. John W. Cox, Jr. of Los Altos and Walnut Creek, California, January 1, 1974, in Berkeley, California.

Nicholas W. Newbold was recently promoted to assistant vice-president for marketing, of the First National Bank of Washington, D. C.

Raymond P. Payson spent the month of December in Spain, flying KC-135 tankers, as a navigator for the United States Air Force.

1965
Tenth Reunion: May 30-June 1

J. A. Humphreys, 3d will finish his law course at Harvard in June, and start work with Dechert Price & Rhoads in Philadelphia in the fall.

Married: David M. Irons to Miss Janet Cox, daughter of Mr. and Mrs. John W. Cox, Jr. of Los Altos and Walnut Creek, California, January 1, 1974, in Berkeley, California.

Nicholas W. Newbold was recently promoted to assistant vice-president for marketing, of the First National Bank of Washington, D. C.

Raymond P. Payson spent the month of December in Spain, flying KC-135 tankers, as a navigator for the United States Air Force.

1966
Married: Thomas Eliot Ross to Miss Suzanne F. Hancock, daughter of Mr. and Mrs. Charles Lea Hancock of Bryn Mawr, Pennsylvania, November 23, 1974, in Wayne, Pennsylvania.

Thomas W. Streeter, 3d graduated in January from the University of Texas Law School. He reports that he has become "the token male
member of the altar guild at All Saints Episcopal Church, Austin,” and has been taking lessons on the cello since September.

1967

Married: Thomas W. Beale to Miss Laura Lee Nash, daughter of Mr. and Mrs. Audrow Nash of West Hartford, Connecticut, May 31, 1974, in Cambridge, Massachusetts.

Edward L. Holloway is employed by Hazlett, Burt & Walton, investment security firm, in Wheeling, West Virginia.


David O. Rea, eighth grade English teacher in the Newport, New Hampshire, school, also directs the junior high intramural program and Christmas play. He plays hockey in the winter with the school faculty team, the Otter Pond Oystertettes.

Married: I. David Reingold to Miss Kay Balmer, daughter of Mr. and Mrs. Walter Balmer of Portland, Oregon, December, 1974.

Peter M. Wheelwright is to receive his master's degree in architecture from Princeton in June.

1968

Engaged: Mark Edwin Andrews, 3d to Miss Elizabeth Marie Quay, daughter of Mr. and Mrs. Joseph Calvin Quay of Bloomfield Hills, Michigan, and Palm Desert, California.

1969

Airman Charles D. Ambrose was assigned in November to the technical training center at Sheppard Air Force Base, Texas, for specialized training in aircraft maintenance.

Engaged: David Kemp Coombs to Miss Elizabeth Anne Kellogg, daughter of Mr. and Mrs. John H. Kellogg of Concord, Massachusetts. Coombs is on the faculty of St. George’s School in Spokane, Washington.

Engaged: E. Coe Kerr, 3d to Miss Sydney Carrovers Smith, daughter of Mr. and Mrs. Lloyd H. Smith of Houston, Texas, New York City and Southampton, Long Island. Kerr is with the Chemical Bank of New York.


Livingston D. Sutro is enrolled as a graduate student in Anthropology at the University of Arizona in Tucson.

Joseph M. Walker, 3d of the SPS History Department cordially invites members of the Form of 1969 to join him for a sixth reunion at Anniversary. “I’ve got some impressions of SPS,” he writes, “from a faculty point of view, which might be of interest to some of you. If you think you might come up, drop me a line in the near future. Also, please contribute to the Alumni Fund: the salary you pay might be my own!”

1970

Fifth Reunion: May 30-June 1

Married: Charles Keller Gowen to Miss Susan Pamela Rogers, daughter of Dr. and Mrs. Wayne S. Rogers of Coral Gables, Florida, February 15, 1975, in Coral Gables.

Bertrand N. Honea, 3d is completing his first year of medical school at the University of Cincinnati. He hopes to spend the coming summer mountaineering in Canada.

1971

David Reath, a student at Trinity University, San Antonio, Texas, was selected to appear in “Who’s Who Among Students at American Colleges and Universities.” Reath is president of Alpha Chi honor society, vice-president of Blue Key national honor fraternity and vice-president of the Bio-Med Club.


1973

Lawrence Fly Connell spent last summer in France as counselor at a YMCA camp.
DECEASED

Word of the death of the following alumni was received too late, or information is incomplete, for preparation of notices in this issue:

'05 — Francis F. Pickslay, Feb. 11, 1975
'09 — Stuyvesant Wainwright, Feb. 4, 1975
'15 — William P. Matthews, date unknown
'18 — Wilfrid Murtland, date unknown
'26 — Robert C. Nicholas, Feb. 9, 1975
'34 — William P. Withrow, Jr., date unknown
'38 — Charles P. Berdell, 3d, Feb. 18, 1975
'40 — Harry H. Webb, Jan. 27, 1975

'96 — George Harris Wilder, retired New York City stockbroker, died in Summit, New Jersey, November 23, 1974. Born in Madison, Wisconsin, on November 18, 1879, he was the son of Enos and Emeline Vinal Wilder. At St. Paul's, he was a member of the Chess and Mandolin Clubs, the Library Association, the Golf Club and the Delphian cricket team, and reached the finals of the tennis singles and doubles tournament in the fall of 1895. He graduated after two years at the School, in 1896, and was a Harvard graduate in the Class of 1900. From 1905 until his retirement in 1953, he was a member of the New York Stock Exchange, specializing in railroad, aviation, gas and oil issues. He was beloved by his family and friends as a kindly, humorous man, with a keen mind which never lost interest in the world around him. Surviving are three daughters, Mrs. William F. Sabater, Mrs. John N. Martin and Mrs. Walter D. Wood; nine grandchildren, and ten great-grandchildren.

'12 — Manton Bradley Metcalf, Jr. died in New York City, November 26, 1974. He was senior partner in Metcalf Brothers & Co., textile agents, until the company was sold in 1955, and since then had devoted his time to real estate holdings and estate management. He was also active in social and philanthropic organizations, was president of Greenwich House for many years, and took pleasure in fishing, hunting, sailing and steeplechasing. The son of Manton B. and Maude Browning Metcalf, he was born in Orange, New Jersey, December 7, 1892. In his three years at St. Paul's, he was a member of the Scientific and Library Associations, debated ably in the Concordian and rowed on the Halcyon Crew of 1912. He graduated from Harvard in 1916. Soon after the United States entered World War I, he enlisted in the Army, becoming a lieutenant in aviation and serving overseas with the AEF for the last year of the war. He is survived by his wife, Isabelle G. Metcalf; two sons, Manton B. 3d and Richard G. Metcalf; a daughter, Patricia M. Lampton; eight grandchildren, and one great-grandchild. He was a brother of the late Jesse Metcalf, '06, and Rowe B. Metcalf, '18.

'12 — Theodore Havemeyer Potter died September 10, 1974, in Santa Barbara, California, where he had served as caretaker of large estates and had made his home for three decades. Earlier, he was employed in New York City by the Guaranty Trust Co., and on Wall Street. Born in Westchester, New York, September 5, 1893, he was the third of five sons of Edward Clarkson Potter, '79, and Emily Havemeyer Potter to attend St. Paul's. He won the Pyne Cup for golf and played on the Isthmian football team in 1911, and was a member of the Halcyon Crew the following spring. After graduation in 1913, he studied at Harvard for two years and then went to work in New York City. He served in the military police overseas during World War I, in criminal investigation work, often involving identification and arrest of soldiers absent without leave. He is survived by two brothers, Charles R. Potter, '15, and Richard M. B. Potter, '19; and six sisters, Dorothy Coogan, Emily Jackson, Marie P. Cronin, Julia Kaesche, Sister Mary St. Aloysius, and Eleanor Harris. He was a brother of the late E. C. Potter, Jr., '03, and Thomas W. Potter, '09.

'12 — John Fawcett Walton, Jr., former vice-president of the Gulf Oil Corporation, died November 14, 1974, at his home in Pittsburgh, Pennsylvania. The son of John F. and Annie Farley Walton, he was born February 28, 1893, in Pittsburgh, and came to St. Paul's in the fall
of 1908. He was an alternate on the Cadetmen debating team, took hilarious part in the Washington's Birthday theatricals of 1912, and was a member of the Scientific and Library Associations. His business career, begun with the Pittsburgh Trust Co., after he graduated from the Sheffield Scientific School at Yale in 1915, was interrupted by service in World War I. He was a naval ensign, on duty first in the material section of the Second Naval District, and later as watch officer on USS Canandaigua. Between the two world wars, he was with the Aluminum Co. of America, the Aluminum Goods Manufacturing Co. and M. B. Suydam Co. He joined Gulf Oil in 1940 and was elected a director ten years later, holding that post until his retirement in 1968. Through the years, his civic interests were manifold. He was a trustee of Shadyside Presbyterian Church and a director of St. Margaret Memorial Hospital, Presbyterian-University Hospital, Western Pennsylvania School for Blind Children and the Pittsburgh Skin and Cancer Foundation. He had also been a trustee of Carnegie Institute, Carnegie Library of Pittsburgh, and Carnegie-Mellon University, and in 1964 was active as a supporter of the Goldwater campaign for the Presidency. Above all, he was a devoted alumnus of St. Paul's. He is survived by his wife, Rachel Larimer Mellon Walton; two sons, James M. Walton, '49, and John F. Walton, 3d, '45; two daughters, Mrs. Joshua C. Whetzel, Jr. and Mrs. Walter J. P. Curley, and sixteen grandchildren.

'17 — Howland Barton Jones died November 23, 1974, at his home in Rumson, New Jersey. He was seventy-six years old. Vice-president of the Sixth Form of 1917 and that year's Shattuck captain, he left the School at the end of the winter term to enlist in the Navy. He became an ensign, serving for the duration of United States involvement in World War I as a signal and communications officer on ships in both United States and European waters. For two years of World War II, he was an air captain with the Seventh Air Force, and served as gunnery instructor on bombing missions in the western Pacific. Born in Middletown, New Jersey, the son of W. Strother Jones, '77, and Grace Jones, he entered SPS in the First Form in 1911. He became a writer of humorous verse in the Concordian and was a member of its council. He sang bass in the Choir, was chairman of the entertainment committee of the Missionary Society, and was secretary of the Athletic Association. For three seasons he played on the Old Hundred football team, capturing it in 1916. That same autumn, he was a member of the SPS football team, and would have had his second year on the Shattuck Crew the following spring. Upon returning from World War I, he went directly to work for the Hyatt Roller Bearing Co., in Newark, New Jersey, and later for General Motors Export Company. In 1927, he founded the Howland B. Jones Motor Co., in Red Bank, New Jersey. An active sportsman who did a great deal of trap and skeet shooting, duck hunting, and salmon and trout fishing, he had also kept up a good game of golf until two or three years ago. He was a trustee of Monmouth Medical Center, Long Branch, and a member and former governor of Rumson Country Club. He was also a member of the Monmouth Kennel Club, the Westminster Kennel Club and other dog owners' associations, and of the Anglers Club and Ducks Unlimited. He is survived by his wife, Grace Bixler Jones; a son, Howland B. Jones, Jr., '39; a brother, C. Maury Jones, '13, and two grandchildren. He was also a brother of the late W. S. Jones, Jr., '04, and A. R. Jones, '05.

'18 — Hubert Winthrop Chanler, retired rear admiral, U. S. N., died October 1, 1974, in Rochester, New York. Born in Munich, Germany, September 27, 1900, the son of Winthrop A. and Margaret Terry Chanler, he attended the School for two years, 1913-15. In June, 1918, he entered the United States Naval Academy at Annapolis, beginning a career in the Navy which continued to his retirement as a rear admiral. He graduated from Annapolis in 1922, and through the twenties was on duty on the Yangtze River patrol in China, in the Mediterranean, and in Istanbul, Turkey. He also taught French and Italian for a time at the Naval Academy. For two years in the mid-1930's, he was a White House naval aide. At the time of the Japanese attack on Pearl Harbor in 1941, he was damage control officer on the cruiser Minneapolis, and he subsequently saw action at Lae-Salamauca, the Coral Sea, Midway, Guadalcanal and Tassafaronga. He completed his World War II service — for which he was awarded the Silver Star — as chief of staff of Task Force 24 with the Atlantic Fleet. He is survived by his wife, Gertrude Laughlin Chanler; four sons, John W., Adrian J., Oliver H. and
Alexander M. Chanler; four daughters, Mrs. Bruce Chatwin, Mrs. Stephen Young, Mrs. John Gunther and Alida Chanler, and seven grandchildren.

Edward King Davis died at his home in Tuxedo Park, New York, May 2, 1966, according to information recently verified by the Alumni Association. He was born May 23, 1902, in Bernardsville, New Jersey, the son of James E. and Elizabeth King Davis, and was a graduate of SPS in the Form of 1920. At the School he played on the Isthmian squash team for two years, was captain of the Isthmian tennis team in 1920, and was a member of the Rifle Club and Missionary Society. He completed his college course at Harvard a year ahead of his class, graduating in 1923, and received his law degree from Columbia University in 1927. His practice of law, with firms in New York City, was cut short by illness in the middle 1930's, and from that time he lived in retirement at his home in Tuxedo Park. At his death he was survived by his wife, Virginia Shepherd Davis; a son, John Alsop King Davis; a daughter, Isabelle King McBride; a brother, Gerald (since deceased), and three grandchildren.

Henry Clifford Gayley, former treasurer of Schenley Industries, Inc., died while playing golf, October 19, 1974, in Buck Hill Falls, Pennsylvania. The son of Henry B. and Estelle C. Gayley, he was born February 21, 1901, in New York City and entered St. Paul's in the Fourth Form in 1915. He became a member of the Cadmean and a good debater, was chairman of the Year Book committee and won the Vanderpoel Prize in the Natural Sciences in the year of his graduation. From the Massachusetts Institute of Technology, he received his bachelor's degree in 1922 and a master's degree in chemistry a year later. He was with Schenley Industries for the bulk of his business career. Later, he spent ten years as a member of the internal consulting team of IBM, and for the last eight years of his life was assistant treasurer and business manager of St. Bernard's School in New York City. During World War II, he served for three years in the Army Quartermaster Corps in Washington, as a lieutenant colonel, and was awarded the Legion of Merit. He was an enthusiastic golfer to the day of his death, and a member of the St. Nicholas Society, the University Club of New York and the Rockaway Hunting Club. Surviving are his wife, Sarah Gordon Gayley; a son, Oliver G. Gayley, '48; a daughter, Mary G. Mari; a sister, Madeline Gayley, and four grandchildren.

Edward King Davis died at his home in Tuxedo Park, New York, May 2, 1966, according to information recently verified by the Alumni Association. He was born May 23, 1902, in Bernardsville, New Jersey, the son of James E. and Elizabeth King Davis, and was a graduate of SPS in the Form of 1920. At the School he played on the Isthmian squash team for two years, was captain of the Isthmian tennis team in 1920, and was a member of the Rifle Club and Missionary Society. He completed his college course at Harvard a year ahead of his class, graduating in 1923, and received his law degree from Columbia University in 1927. His practice of law, with firms in New York City, was cut short by illness in the middle 1930's, and from that time he lived in retirement at his home in Tuxedo Park. At his death he was survived by his wife, Virginia Shepherd Davis; a son, John Alsop King Davis; a daughter, Isabelle King McBride; a brother, Gerald (since deceased), and three grandchildren.

John Hurst Purnell Gould, retired New York City real estate executive, died October 22, 1974, at his home in Lenox, Massachusetts. Born in Baltimore, Maryland, May 25, 1903, the son of Elgin R. L. and Mary Hurst Gould, he entered St. Paul's in the fall of 1918. In his Sixth Form year he was an assistant editor of the Horae, secretary of the Library Committee, vice-president of the Dramatic Club and a member of the Concordian debating team. He was also appointed a Sixth Form councillor in the fall of 1920. After receiving undergraduate and law degrees at Yale, he embarked on the first phase of his career, in the New York real estate firm of Webb & Knapp, Inc. He was president of the firm from 1938 to 1946 (a period which saw the firm's assembly of the site of United Nations headquarters in New York City) and chairman of the board from 1947 to 1950. In the latter year, he became a general partner of Henry Sears & Co., investment bankers. During World War II, he was on leave from Webb & Knapp, serving as a lieutenant commander in the Navy, first as officer in charge of the joint Army-Navy Operations Center in Trinidad, B.W.I., and later as an observer with the 9th Air Force during the invasions of Normandy and Holland. Finally, he was officer in charge of ground training of pilots and observers at the Naval Air Station in Vero Beach, Florida. He received the Air Medal for meritorious service in missions over Belgium, Holland and Germany in 1944. Since retirement, he had lived in Lenox, where for a number of years he and Mrs. Gould ran a maple syrup business at their farm near Tanglewood. He had been president of the Lenox Library Association for fifteen years, and a trustee of the Stockbridge Bowl Association and of the former Lenox School for Boys; was active in area Red Cross activities and was a communicant of Trinity Episcopal Church. At one time he had been president of the Mill Reef Club in Antigua in the West Indies. He is survived by his wife, Lee Higginson Gould; two daughters, Mrs. Jennifer Woodworth and Mrs. Cynthia Wilcox, and fourteen grandchildren. He was the father of the late George Higginson Barker Gould, '51, and
"22 — Moreau Delano Brown, resident partner in Philadelphia of Brown Brothers Harriman & Co., died October 19, 1974, at his home in Haverford, Pennsylvania. Born in New York City, March 30, 1905, the son of Thatcher M. and Caro Noyes Brown, he studied at St. Paul’s for five years, graduating in 1922. He became a member of the Concordian council, and a Sixth Form councilor; was a Ferguson Scholar and a winner of the Hargate Medal in mathematics. Soon after graduating from Yale in 1926, and after banking training in Switzerland and Germany, he joined the family banking firm, Brown Brothers, in New York City. In 1934, three years after the firm had become Brown Brothers Harriman, he moved to the Philadelphia office, becoming a partner in 1939 and from then until his death having charge of the firm’s Philadelphia operations. Philadelphia community agencies felt the support of his active participation for more than thirty-five years. In addition, he was at one time board chairman of Moore College of Art, a director of the Grenfell Association of America, port warden of the Philadelphia Maritime Museum and a trustee of Robert College of Istanbul, Turkey. He was also an elder of Bryn Mawr Presbyterian Church and a director of Union Theological Seminary in New York City. In 1973, the Yale Club of Philadelphia award was conferred on him for his loyal services to Yale University and to the community. He was a director of numerous business, banking and manufacturing concerns, and was a member of the Philadelphia-Baltimore-Washington Stock Exchange, in which he served as trustee of the gratuity and special trust funds. Sailing was his great relaxation: nearly every weekend from early May to October, he cruised with his wife, Alice D. Brown, in a sailboat on Buzzard’s Bay, Massachusetts, and during summer vacations they took longer cruises along the coast of Maine. In the early fifties, he served successively as rear commodore, vice-commodore and commodore of the Edgartown Yacht Club, on Martha’s Vineyard. He was an ardent paddle tennis player, and it was in the course of such a game that he died instantly. He is survived by his wife: a son, Moreau D. Brown, Jr., ’48; a daughter, Alice C. Brown; two brothers, Thatcher Brown and Daniel N. Brown, M.D., ’24, and four grandchildren.

"22 — Winthrop Porter Buck, a yacht broker with the firm of Sparkman & Stephens, died October 24, 1974, in Glen Cove, New York. A native of Niagara Falls, New York, he was born June 5, 1903, the son of Harold Winthrop and Charlotte Ross Porter Buck. He studied at St. Paul’s from 1916 to 1920, was a 1925 graduate of the Sheffield Scientific School at Yale, and had one year of further study at Cambridge University in England. During World War II, he served for five years in the Navy, commanding patrol craft in the South Atlantic, and was wounded when USS Holder, a destroyer escort vessel under his command, was torpedoed in the Mediterranean. He was a keen yachtsman, racing and cruising in his own yawl. From 1958 to 1961 he was commodore of the Seawanhaka Yacht Club. He had also served the community as a member of the Oyster Bay School Board for three years. He is survived by his wife, the former Dorothy Higginson Weckes; a son, Harold P. Buck, and three daughters, Dorothy McAuliffe, Edith Gray and Susannah Furman.

"22 — John Quintard Rowland died October 17, 1974, in Lancaster, Virginia, after a long illness. The son of Edward D. Morgan and Florence Quintard Bonnell Rowland, he was born in New York City, June 23, 1903. After five years at St. Paul’s and graduation in 1922, he attended Yale, receiving his degree with the Class of 1926. He worked for one year for The Wall Street Journal and from then until World War II he was engaged in the investment business. In 1941 he became assistant in the New York office of the British Ministry of War Transport, and in 1943 was appointed manager of the ship repair department, with responsibility for repairs and security measures for all British merchant ships entering United States ports. After the war, he was a broker for private shipping firms until his retirement to Virginia in 1955. He is survived by his wife, Ruth Fargeon Rowland, and a daughter, Cynthia Rowland.

"24 — Richard Melancthon Hurd, Jr. died in New York City, September 28, 1974. The son of Richard M. Hurd, ’83, and Lucy Gazzam Hurd, he was born in New York City, October 7, 1905. He spent five years at the School. A member of the Concordian, Scientific Association, Missionary Society and Forestry Club, he was also a supervisor in Twenty in the year of his graduation. That fall and winter, he won
Old Hundred and SPS letters in football, and an Old Hundred letter in hockey, and in the spring he rowed on the Shattuck Crew and was named to the SPS Crew. He graduated from Yale in the Class of 1928. His business career was in mortgage brokerage, and in recent years he was president of Hurd & Co. in New York City. He was a director of Teachers Insurance and Annuity Association in New York City, and a member of the executive committee of the Urban Land Institute. During World War II, he was a gunnery officer in the Navy for more than three years, serving aboard USS Savo Island and taking part in the first battle of the Philippine Sea and in landings at Palau, Leyte, Mindoro, Lingayen Gulf, Subic Bay and Okinawa. His favorite recreation was trout fishing, enjoyed during many summer vacations all over the United States and Canada. In later years, he had a camp in the Catskills. He was a member of Trout Unlimited and the Anglers Club of New York. Surviving are his wife, Helen Ward Hurd; a son, H. Ward Hurd, '54; a brother, Clement G. Hurd, '26, and six grandchildren, among whom is Richard M. Hurd, 4th, '74, son of the late R. M. Hurd, 3d, '48.

'25 – Rodney Stuart Young, who directed notable excavations in Turkey after World War II, died October 25, 1974, in an automobile crash near his home in Chester Springs, Pennsylvania. His career as an archaeologist, climaxcd by discovery of an ancient Phrygian palace possibly used by the legendary King Midas, at Gordium, near modern Ankara, Turkey, began before World War II, when he spent a number of years taking part in excavation of the Agora in Athens. He volunteered as an ambulance driver with the Greek Red Cross after the Italian invasion of Greece in 1940, and was severely wounded on the Albanian front. From mid-1942 to the end of 1944, he served with the Office of Strategic Services, principally in Cairo, evaluating information from occupied Greece, and after the close of the war he was with the United Nations Relief and Rehabilitation Administration in Greece for a year. Since the war he had been professor, and chairman of the Department of Classical Archaeology, at the University of Pennsylvania, and curator of the Mediterranean section of the university museum. Born in Bernardsville, New Jersey, August 1, 1907, the son of Henry and Alice Ballantine Young, he studied at St. Paul's from 1919 to 1925. He wrote frequently for the Horae, won a poetry prize in 1925, became an assistant editor, and received the Whipple Medal in the spring of his graduation. He held an undergraduate degree from Princeton and had earned an M. A. from Columbia in 1929, and a doctorate from Princeton in 1940. Aside from his professional work, his chief interest was in breeding Turkish dogs as pets, on the Chester County farm where he lived, outside Philadelphia. He is survived by two brothers, Henry Young, Jr., '18, and John Ballantine Young. He was unmarried.

'26 – Paul Whitman Cooley died December 18, 1974, at his home in West Hartford, Connecticut. He was sixty-seven years old. A native of Hartford, he had been for thirty-five years the owner of the Moyer Gallery, located first in Hartford and then in Simsbury, Connecticut. Before that, he had briefly been the proprietor of the Prospect Press, specializing in material on Connecticut art and history. His enthusiasm for the arts was sensitive and selective, ranging from Venetian paintings of the 17th and 18th centuries to modern art, the dance and American antiques. As a young man, serving as a volunteer assistant to the director of the Wadsworth Atheneum in Hartford, he had been closely involved in the world premier of Gertrude Stein’s opera, “Four Saints in Three Acts,” in 1934. Since 1947 he had been a valued trustee of the Atheneum, and he was also a member of art gallery and museum associations and of historical and antiquarian groups of state and national scope. He attended St. Paul’s for five years in the Form of 1926, was a member of the Concordian and rowed on the Halyon Crew in 1926. He graduated from Yale in 1931. His love for St. Paul’s was strongly manifest in his service as Hartford Regional Chairman of the Alumni Association for the last twenty-three years of his life. Surviving are his wife, Gunn Bergo Cooley; two sons by earlier marriages, Christopher Cooley, ’58, and Jeffrey W. Cooley of the present Sixth Form; two daughters, also by earlier marriages, Mrs. Richard A. Seymour and Mrs. Jared I. Edwards; a step-daughter, Miss Bettina B. Bergo; a brother, Charles P. Cooley, and four grandchildren.

'26 – Herman Livingston Schwartz, Jr., retired banker, and since 1961 Form Agent for the Form of 1926, died in Glen Cove, New
York, November 17, 1974. Born January 17, 1908, the son of Herman Livingston Schwartz, '01, and Florence Deen Schwartz, he entered St. Paul's in the Third Form in 1922. He was a versatile athlete, became a councilor in his Fifth Form year, and was a member of the honor committee and secretary of the Sixth Form of 1926. In addition, he served as an acolyte, was a councilor at the Danbury camp and debated ably in the Concordian. In his Sixth Form year he was president of the Athletic Association. He won Isthmian letters in football and hockey for three years each, and was Isthmian baseball captain for three of his four years on the team. He was a member of the Isthmian track team and School baseball team for two years, and of the SPS football team for three years—the last of these as its captain. He also won the hammer throw at Anniversary, 1926. After graduation in 1926, he went on to Williams College, where he received his bachelor's degree in 1931. A period of work for the Agfa-Ansco Company in Binghamton, New York, was followed by graduate study at Harvard Business School, where he was awarded a master's degree in 1934. Soon after, he joined the Guaranty Trust Co. (later the Morgan Guaranty Trust Co.) in New York. He remained with the bank to the time of his retirement in 1970 when he was vice-president for the Middle Atlantic States. He is survived by his wife, Lucy Swann Schwartz; two sons, H. Livingston Schwartz, 3d, '54, and Arthur W. Schwartz; a daughter, Mrs. Lilian S. Nardiello, and six grandchildren.

'28—Richard Hartwell Crowe, retired officer of the Central Intelligence Agency, died November 20, 1974. The son of Earl R. and Kathleen M. Higgins Crowe, he was born in New York City, November 27, 1910. At St. Paul's his ability as a gymnast won him the Jefferys Medal in 1927 and 1928. He was a member of the Old Hundred hockey, squash, baseball and tennis teams in 1928, won the Reinhardt Cup for golf that year, and was a member of the Concordian and Scientific Associations, and of the Radio and Mandolin Clubs. He graduated cum laude from St. Paul's in 1928 and summa cum laude from Yale in 1932. After receiving a master's degree in international law at Columbia University, he studied further in Paris at the Ecole des Sciences Politiques, and taught for a year at a missionary college in Changsha, China. He worked for the Ford Motor Co. in the years preceding World War II, becoming a special assistant to Edsel Ford and having responsibility for the Ford exhibit at the New York World's Fair of 1939-40. After service with the Air Force overseas in World War II, in which he attained the rank of lieutenant colonel, he was an official of the Central Intelligence Agency in Washington until illness forced him to retire in 1960. A keen student of history and a voracious reader, he was also an outdoorsman whose recreations included skiing, tennis and mountain climbing. He is survived by a daughter, Mrs. F. Herbert Prem, Jr.; a brother, United States Ambassador to Denmark Philip K. Crowe, '28; and his stepmother, Mrs. E. R. Crowe.

'28—Howard Cocks Dickinson, retired electrical engineer, died October 1, 1974, in Boston, Massachusetts. His career was with the General Electric Co., beginning immediately after he received his master's degree at Harvard in 1934, and running to his retirement because of ill health in 1967. After a few years at the G. E. factory in Schenectady, New York, he moved to the company's meter and instrument factory in Lynn, Massachusetts, where he was engaged in design engineering and factory supervision, and finally settled into the engineering administrative work which formed the body of his career. The move to Massachusetts enabled him to live at Marblehead, where he was an enthusiastic participant in yacht racing and cruising, and won the International 210 class championship in 1949. In the winters, he skied for recreation. He was a native of Shinnecock Hills, New York, where he was born August 15, 1910, the son of Howard C. and Mary H. S. Dickinson. He was a member of the Concordian, Scientific Association and Radio Club, while at St. Paul's; served as a counselor at the School Camp in Danbury, and graduated cum laude in 1928. He was a 1932 graduate of Harvard College, again with honors. Surviving are his wife, Cynthia Dickinson; two sons, Howard C. Dickinson, Jr., '54, and Warren Kempton Read Dickinson, and five grandchildren.

'30—William Holbrook died December 18, 1974, in Stamford, Connecticut. At the time of his death and for the preceding twelve years, he was a stockbroker with Evans & Co. of New York City. Earlier he had been the eastern sales manager for Carte Blanche under the manage-
ment of Hilton Hotels, in New York City, and before that had owned his own business, the Central New York Vending Service, Inc., in Syracuse, New York. Born December 25, 1911, in New York City, the son of Harry and Elfione Holbrook, he attended St. Paul’s from 1924 to 1928. He became a captain in the field artillery in World War II, with five years of service. A former member of Squadron A in New York City, he had also belonged to clubs in Darien, Connecticut, and in Vero Beach, Florida, where for the past three years he and his wife had spent the winter months. He is survived by his wife, the former Shirley S. Orrick; two sons, Gray Z. and Nicholas B. Holbrook; two stepsons, Christopher and Peter M. Orrick; a sister, Mrs. Chauncey P. Goss, and three grandchildren. He was a brother of the late John Holbrook, ’27.

33 – Arthur Murray Dodge died October 7, 1974. He had left his house at Sycamore Cove, in Matunuck, Wakefield, Rhode Island, about 8 that morning for a sail on Block Island Sound in the small catboat which he often sailed alone. The day had begun with a steady five-knot wind and moderate seas, but in the next three hours the wind built up to gusts of forty knots and warning signals were raised at the Point Judith Coast Guard Station, by then out of sight perhaps five miles to the northeast of the little sailboat. It is clear that Dodge took steps to make his craft less vulnerable to wind and seas by first reefing the sail and later furling it and lashing the boom down. Late in the morning, a lobsterman sighted the catboat, empty and adrift, about three miles off Point Judith, and towed it into port. Three Coast Guard surface vessels and a helicopter searched the area for eighteen hours but found no trace of the missing sailor. It is the opinion of the Coast Guard Marine Inspection Office, which made a thorough investigation, that Dodge was accidentally lost overboard and drowned. Born October 28, 1913, in Lawrence, New York, the son of Marshall Jewell and Priscilla Barnes Dodge, he entered St. Paul’s in the First Form and followed the full course to graduation in the Form of 1933. He was a member of the Missionary Society, the Propylaeum and the Forestry Club; served as a councilor at the School Camp in Danbury; was a member of the Chest and Chapel Committees and an acolyte. In his Sixth Form year, he was a supervisor in

the Lower and ably filled the difficult position of Lower School rowing coach, by virtue of his adeptness in a single scull and an unusual rapport with the younger boys. Upon graduation in 1933, armed with only his SPS diploma and a glowing recommendation from Henry Kittridge, he won a teaching post at the Cathedral Choir School of St. John the Divine in New York City and taught there for two years. He moved to a job with the Bigelow-Sanford Carpet Co. in 1935, but in 1938 his love for the sea led him into the marine transportation department of Socony-Vacuum Oil Co., where he worked as a seaman and tankerman. After three years as a boatswain’s mate in the Coast Guard in World War II, he returned to Socony to be an industrial relations assistant, and later was transferred to the service division of Socony-Vacuum Overseas Supply Co. as office manager. From 1956 to 1962 he was again with the parent company, in charge of industrial relations for its fleet of tankers, tugs and smaller vessels. He was head of personnel for the Lenox Hill Hospital in New York City from 1962 to 1965. For the past eight years, he had lived on a point of land in Matunuck, doing for himself most of the work of the place, happily engrossed in the occupations of a seaside life. An engaging conversationalist, he was the best of company outdoors and in, understanding and sympathetic with the problems of others, especially the young; generous and considerate to a fault. He is survived by his wife, Olivia I. Dodge; a son, Thomas I. Dodge; three children by an earlier marriage, Priscilla B. Sinclair, Annie B. Auchincloss Dodge and Arthur M. Dodge, Jr.; a brother, Marshall J. Dodge, Jr., ’29, and three sisters, Mrs. Richard A. Kimball, Mrs. Arthur S. Lord and Mrs. Richard Webel.

38 – John Kress Williams died suddenly, June 21, 1971, in Houston, Texas. Born in New York City, May 25, 1920, the son of Earle K. and Helen M. Williams, he attended St. Paul’s for five years. He was a councilor at the Camp in Danbury and a member of the Scientific Association; won Isthmian letters in track and football in 1937, and graduated cum laude. After graduation from Princeton in 1942, he served for four years in the Army, becoming a captain and battery commander in the field artillery, in the World War II campaigns for Guam, Leyte and Okinawa. He was twice wounded and was awarded the Bronze Star.
the first postwar years, he was engaged in the oil business in Texas and South America, and later was in the construction business in Houston for more than twenty-five years, becoming very successful in designing and operating apartment houses. He was survived by his mother; his wife, Sandra R. Williams (since married to Claude Cartier, '44); two sons, Stuart W. Williams, '65, and John K. Williams, Jr., and a brother, Claude K. Williams, '41.

'50 — Charles Parrish Coleman, Boston investment counselor, died November 1, 1974, at his home in Lincoln Center, Massachusetts. Born in Washington, D. C., December 2, 1932, the son of Beverly M. and Eleanor Snyder Coleman, he attended St. Paul's for two years, graduating with the Form of 1950. After graduation from Yale and Harvard Business School, he was employed by the Export-Import Bank in Washington, and then by James W. Rouse Co. and Alex Brown & Sons, both of Baltimore. In 1967, he moved to Boston to work with the Boston Safe Deposit and Trust Co. Later he was an investment counselor at Fidelity Management Research in Boston, and worked briefly for American Garden Products, Inc., also of Boston, until ill health forced him to retire. He was a tireless reader of American history, especially military history, and remembered with pride his years of service as a captain in the Marine Corps during the Korean War. He loved the out-of-doors, played tennis and skied. Surviving are his parents; his wife, Mary Murray Coleman; a son, Woodworth B. Coleman, and three daughters, Eleanor S., Emily P., and Mary Murray Coleman.

'54 — Michael Meigs Feakins died September 19, 1971, as the result of an accident, according to incomplete information received by the Alumni Association, which we have not been able to amplify. He attended the School from 1952 to 1954, was a member of the Concordian and the Scientific Association, played on the Isthmian football team in 1953 and was captain of the School wrestling team in 1954. From SPS he went on to Cornell, where he was a member of the Class of 1958. His subsequent career included a sales management post at the Grand Rapids Hardware Co. in Grand Rapids, Michigan, where he was located at the time of publication of the 1964 Alumni Directory. He was a brother of Robert W. Feakins, '58.

'64 — Joseph Wheelwright Sewall died December 20, 1974, in Telluride, Colorado. He was born March 19, 1946, in Bangor, Maine, the son of Senator and Mrs. Joseph Sewall, and a grandson of Henry J. Wheelwright, '12. In four of his five years at St. Paul’s, he was a member of the ski team, becoming its captain and winning the ski championship in the year of his graduation. He was on the School cross-country team in 1962, and in 1963 captained Isthmian lacrosse and played on the Isthmian soccer team. A bass in the Glee Club and Choir, he was also a member of the Pelican board, the Maroon Key and the Missionary Society. He studied at the Sorbonne in Paris, the year after his graduation from St. Paul’s, and later majored in art at Dartmouth College, graduating in 1973. Lessons in flying fed an enthusiasm which began in his teens, leading to a commercial pilot’s license in 1970 and a flight instructor’s license in 1973. Although he was teaching flying in Colorado in the period preceding his death, his real interest was art — photography in particular — and he had hoped to have a career in that field. He is survived by his parents; his maternal grandmother, Hilda Thatcher Wheelwright, and a brother, David.

'67 — Michael Bruce Newberg died in a motorcycle accident while serving in the Navy, on October 14, 1972, at Oxnard, California. He studied at St. Paul’s in the first four Forms, and graduated from San Marcos High School in Santa Barbara, California, in 1967. For the following two years he attended Santa Barbara City College and then enlisted in the Navy, with which he served until his death. He was born January 10, 1949, in Berkeley, California, the son of Mr. and Mrs. Peter L. Newberg. He is survived by his parents and by his brother, Merle David Newberg, '68.

'73 — Edward Meade Sprague died November 24, 1974, in St. Johnsbury, Vermont, of complications following an automobile accident two weeks earlier. He was born in Charlottesville, Virginia, May 19, 1955, the son of Henry H. Sprague, M. D., '48, and Lucy R. Sprague. His graduation with honors in music in 1973 expressed what was becoming the focal interest of his maturing years. He had played the piano since childhood, and spent many hours at the organ in the darkened SPS chapel. During his freshman year at Colby, he began to write mu-
sic, found increasing satisfaction in playing for his friends (as well as for his own pleasure) music of all periods, especially the contemporary, and more recently was preparing to compose for a college dance group. A generous, warm and sympathetic companion, he loved nature in all its forms and was particularly fond of St. Paul’s and its people, returning frequently after graduation to visit the School. He is survived by his parents, and by two brothers, Henry H. Sprague, 3d, ’75, and Julian R. Sprague.

’74 — Paul Campbell Hastings was killed when he swerved his car to avoid hitting a deer and struck a tree, on Martha’s Vineyard, Massachusetts, November 30, 1974. Born in Boston, May 17, 1955, the son of T. Mitchell Hastings, Jr., ’29, and Margot C. Hastings, he attended St. Paul’s for a part of the 1970-71 session only, and completed his secondary schooling at the Vershire School, in Vershire, Vermont, graduating a year early with high honors in 1973. The following year, he was a student at the Boston School of Contemporary Music, and at the time of his death was living in Edgartown, Massachusetts, taking a recess from formal education, to test his ability to learn and support himself at the trade of carpentry. By nature compassionate, honest with himself, and reverent towards life, he had won many devoted friends, who hope to commemorate him with some sort of foundation supporting musical scholarships and conservation groups. He is survived by his parents; four half brothers, T. Mitchell Hastings, 3d, ’56, Caryl C. B. Hastings, Douglas C. Thacher, and Langdon T. Thacher, and a half sister, Claire H. Thacher.

THE ALUMNI ASSOCIATION
St. Paul’s School, Concord, N.H. 03301

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Ralph T. Starr, ’44
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### REGIONAL CHAIRMEN AND COMMITTEES

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<tr>
<th>City</th>
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<td>Atlanta</td>
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<td>Frederic K. Houston, '55</td>
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<td>Chicago</td>
<td>John D. Purdy, 3d, '36, Chairman Committee</td>
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### CORPORATION OF ST. PAUL'S SCHOOL

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